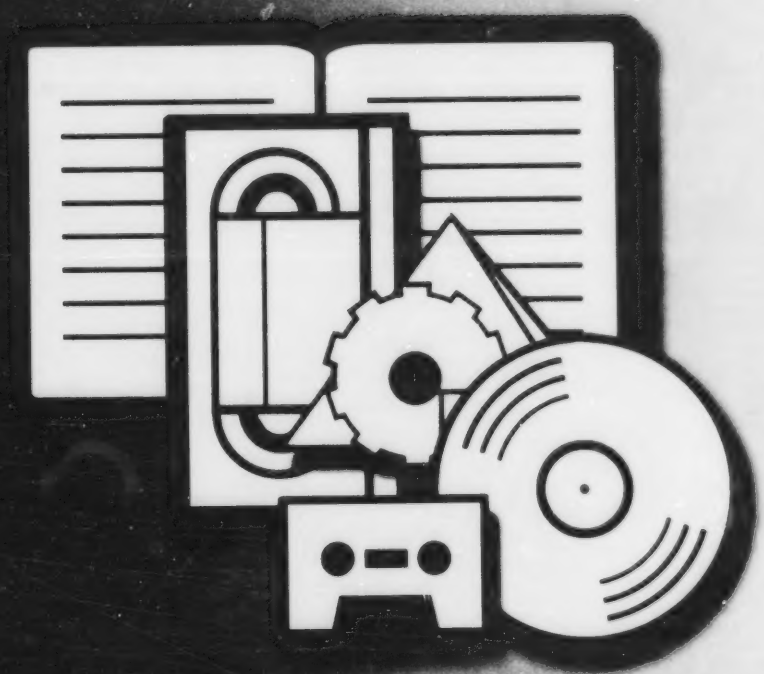
RB0065

Evaluating, Selecting and Managing Learning Resources

A Guide



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Ministry of Education

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Preface

This revised and expanded version of the 1996 document, *Evaluating, Selecting, and Managing Learning Resources: A Guide* is designed for provincial teacher-evaluators, district staff, teacher-librarians, classroom teachers, and others involved in the evaluation, selection, and management of learning resources.

The guide is divided into two sections. Section One clarifies ministry learning resources evaluation policy and process. Section Two provides helpful information, suggestions, and examples that may be used in the development of district and school-based learning resources policies or evaluation and selection processes. We invite readers to adopt the criteria and ideas that are most suitable to their situation.

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School District #59 (Peace River South)
School District #79 (Cowichan Valley)

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Introduction

Guiding Principles and Beliefs

Learning Resources Definition

For the purposes of provincial or district evaluation and funding, the ministry defines learning resources as "information, represented, accessible, or stored in a variety of media and formats, which assists student learning as outlined by the learning outcomes of the provincial curriculum."

Three principles guide all aspects of educational practice in British Columbia:

1. Learning requires the active participation of the student.
2. Students learn in a variety of ways and at different rates.
3. Learning is both an individual and a social process.

Research has shown that students learn best when instruction and resources accommodate individual differences in learning styles, abilities, needs, and interests.

The Ministry of Education supports resource-based learning and encourages teachers to employ a range of educational media. Collectively, learning resources used in the school system should:

- support the learning outcomes of the curriculum (Integrated Resource Packages)
- assist students in making connections between what they learn in school and its practical application in their lives
- be developmentally and age appropriate
- support integration across other curricula
- promote hands-on activities and an applied approach to learning
- address the learning styles and needs of all students, including English as a Second Language students and students with special needs
- assist both specialist and non-specialist teachers
- provide assessment and evaluation strategies
- promote personal and intellectual development
- encourage students to explore careers and/or post-secondary education
- support teachers in providing learning opportunities to develop information technology and media literacy skills
- encourage students to use, access, evaluate, analyze, process, and present information using available current technology
- promote awareness of issues and concepts involving science, technology, and society

- have instructional and technical design integrity and respect for social considerations
- reflect the diversity of cultures, including Aboriginal, in British Columbia and Canada
- support the principles of environmental education and sustainability

Learning resources must go through a formal evaluation process, either at the provincial level or the district level, to ensure they meet the preceding considerations.

Learning Resources Responsibilities

The Ministry of Education is responsible for evaluating and selecting learning resources to support the Integrated Resource Packages (IRPs). Resources that are chosen using the ministry evaluation process receive Minister's Order in accordance with section 168 (2)(e) of the *School Act*, and become "recommended." Challenges to provincially "recommended" resources are examined by the Educational Resources Advisory Committee, composed of representatives of various partner groups.

School boards are required by legislation to use either provincially recommended resources or those approved at the district level. The approval of educational resource materials by districts and/or schools must be based on policies and procedures established by the school board. Any challenges about locally approved resources are dealt with at the district level.

Learning Resources Funding

Each year, the ministry allocates a portion of the overall block funding for the purchase of learning resources. Ministry funding may be used to purchase either provincially recommended or licensed learning resources or locally approved resources. In addition, there is annual federal funding support for *Programme francophone* and French Immersion.

With the exception of monies used by the ministry for video rights acquisition, the creation of circulating resource sets, provincial licences such as CANCOPY (Canadian Copyright Licensing Agency), and other provincial initiatives, these targeted funds are issued to districts in two instalments: typically in the summer and

in early spring. This money is to be administered through an audited trust account and may not be used for staffing or capital expenditures, with the exception of educational hardware.

Up to 20% of the annual learning resource allocation may be used to acquire computer and other technology hardware for use in education programs.

- Acquisitions should be made to support an established district or school technology plan.
- Hardware purchased with learning resources funding must be designated for instructional use or provision of library services and should enhance student access to a range of learning resources.

Up to 5% of the annual allocation may be expended to support district and/or school planned activities designed to facilitate the evaluation and/or selection of provincially recommended or locally approved learning resources.

- Funding shall not be used for permanent staff salaries.
- Funding shall not be used for capital expenditures.
- Spending authority may be held centrally in the district or delegated to the school level.

Accrued surpluses may be held over from one year to the next at the district and/or school levels.

Licensing and Brokering

The provincial learning resources evaluation process provides teachers with a list of quality resources and ensures a degree of consistency across the province in terms of the learning resources. This provides opportunities for licensing or bulk purchase of resources which are commonly used throughout the province.

The ministry may consider licensing resources on behalf of the system where economic or practical benefit may result. Licences for software can result in significant cost benefits and more equitable availability of resources. District-wide licences may also be beneficial for products which do not have a provincial mandate.

The following principles form the basis of ministry licensing strategies:

- Licensing initiatives should be made in response to field identified needs.
- Agreements should ensure equity of access for all schools regardless of size and location.
- Resources should support the British Columbia curriculum (IRPs).
- The existing installation base or current distribution of resources must be respected.
- Agreements must be at the lowest possible negotiated price.

Copyright

The *Copyright Act* is a federal law that defines the right to copy, perform, or publish a creator's work. Those responsible for the use and management of published materials, whether in print, video, or digital formats, or available through off-air taping or via the Internet, must be aware of issues relating to copyright as they affect learning resources, including:

- the need for public performance rights on videos
- expiry dates for public performance rights on videos
- site licences and limitations on computer software
- laws related to the duplication of video, audio, software, Internet, and off-air recordings
- unauthorized copying of print material
- unauthorized use of sheet music
- unauthorized copying of materials when developing multimedia programs
- provisions of the *Copyright Act* with respect to permitted use of broadcast materials

Copyright Collectives

Under the *Copyright Act,* copyright collectives are permitted to represent creators, publishers, and broadcasters and collect royalties on their behalf from users of copyrighted materials. These agencies include CANCOPY (Canadian Copyright Licensing Agency) covering print materials, SOCAN (Society of Composers, Authors and Music Publishers of Canada), and ERCC (Education Rights Collective of Canada) covering broadcast materials. These organizations set conditions for use of the works in their repertoires, administer the statutory rights of the creators, and collect any required royalties. (See Appendix I for contact information.)

An initial agreement was established between the ministry and CANCOPY in 1996. A subsequent five-year, pan-Canadian agreement which began on September 1, 1999 permits the legal photocopying of most published print materials for classroom and school use. This agreement applies to all public schools, group 1 and 2 independent schools, district offices, provincial resource programs, and the ministry. Teachers may copy up to 10% of a publication or an entire chapter or item in a publication, whichever is greater. One copy may be made for each student, two copies for the teacher, and sufficient copies for administrative purposes, communication with parents, and for reference or loan in libraries.

This agreement was developed in consultation with British Columbia's education partners and copies of the agreement should be available through each district office or from the Ministry of Education.

The *Copyright Act* (as of January 1, 1999) provides for the taping of television and radio programs at the time they are aired. News and news commentary programs can be copied and used without charge in the classroom for a period of one year, after which they must be erased or a fee paid for each use. Other programs may be taped for evaluation purposes without charge for a period of 30 days, after which a fee must be paid if they are to be retained. The Educational Rights Collective of Canada administers these rights on behalf of the rights holders.

Public Performance Rights

Commercially rented videos or those videos purchased in retail stores are usually labelled "for home use only." In order to legally show these in a school setting, written permission and, in most cases, payment of a fee for this right are required. Districts may wish to enter into agreements pertaining to public performance rights which permit the screening of feature films and videos in schools. (See Appendix I for contact information.) Each district should develop policies and guidelines outlining the educational use of feature films in their area.

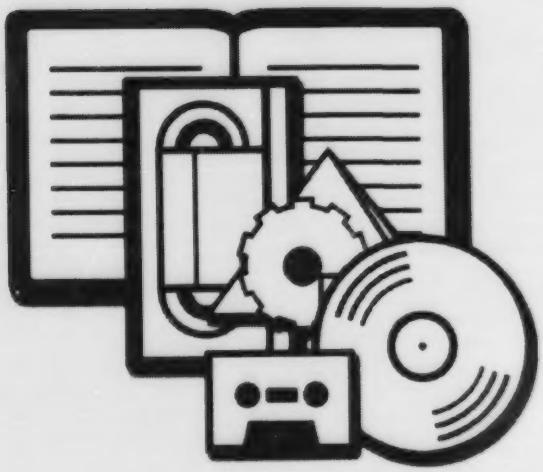
PROVINCIAL

Evaluation

and

Selection of

Learning Resources



The Provincial Learning Resources Evaluation Process

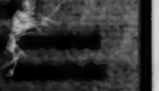
In 1989, the ministry developed a new provincial process for evaluating learning resources based on the successful practices of a number of jurisdictions. Since then, the process has been revised and adjusted on an ongoing basis, evolving to better suit the needs of the education system. The ministry now evaluates only those learning resources that meet the criteria for inclusion in a grade collection.

Grade Collections

Criteria for Inclusion in a Grade Collection

- meets all provincial evaluation criteria
- is a "breadth" resource which covers a significant portion of the learning outcomes for a grade or course

or



The complete list of provincially recommended learning resources for most subjects includes a large number of titles. To help make the process of selecting learning resources more manageable for teachers, experienced teachers of the subject work with the ministry to identify grade collections. Each grade collection lists the provincially recommended resources that match the greatest number of prescribed learning outcomes for that grade and subject.

Provincially recommended resources with a strong curriculum match are added to the collections on an ongoing basis. Information about new provincially recommended resources and grade collections can be found on the ministry website. (See Appendix H.)

The number of resources in a collection will vary depending on the nature of the curriculum or course and the availability of appropriate resources. For English-language curricula, only some of the resources listed in Appendix B of the IRPs will be selected for the grade collection. Due to the limited number of resources for French-language curricula, all resources listed in an IRP Appendix B comprise the grade collection.

Characteristics

Grade collections:

- are not prescriptive; they are for advice and assistance only
- are not intended to replace previous district resource selections
- do not preclude other resource decisions
- assist districts and teachers to use limited funds wisely
- may be a subset of the previously identified provincially recommended resources for a subject or course

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Grade Collections

Criteria for Inclusion in a Grade Collection

- meets all provincial evaluation criteria
- is a "breadth" resource which covers a significant portion of the learning outcomes for a grade or course

  or

  is a "depth" resource that addresses a narrow range of learning outcomes not covered by "breadth" resources
- will be used by teachers and/or students for instructional purposes
- is identified via the ***Continuous Submissions*** process or the ***Western Canadian Protocol*** evaluation process

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- assist districts and teachers to use limited funds wisely
- may be a subset of the previously identified provincially recommended resources for a subject or course

- include resources recommended through the Continuous Submissions process (see below) or the Western Canadian Protocol evaluation process (see page 13)
- are grade or course specific
- are used by teachers and/or students for instructional purposes
- may include some cross-grade material
- will typically consist of a variety of media

Grade collections are generally organized into two categories: *comprehensive* (breadth) resources and *additional* (depth) resources.

Comprehensive resources:

- provide broad coverage of a significant portion of the learning outcomes for a grade or course

Additional resources:

- are more topic specific
- support the learning outcomes for individual curriculum organizers or support clusters of learning outcomes
- are required to support or extend specific topics
- are typically used to supplement or fill in areas not covered by comprehensive resources

Continuous Submissions

The provincial learning resources evaluation process, known as continuous submissions, supports both English-language and French-language programs. The evaluators are practising classroom teachers whose names are provided to the ministry by the BC Teachers' Federation, as well as teachers from independent schools and administrators. Ministry personnel train these teacher-evaluators how to use provincial evaluation forms and criteria.

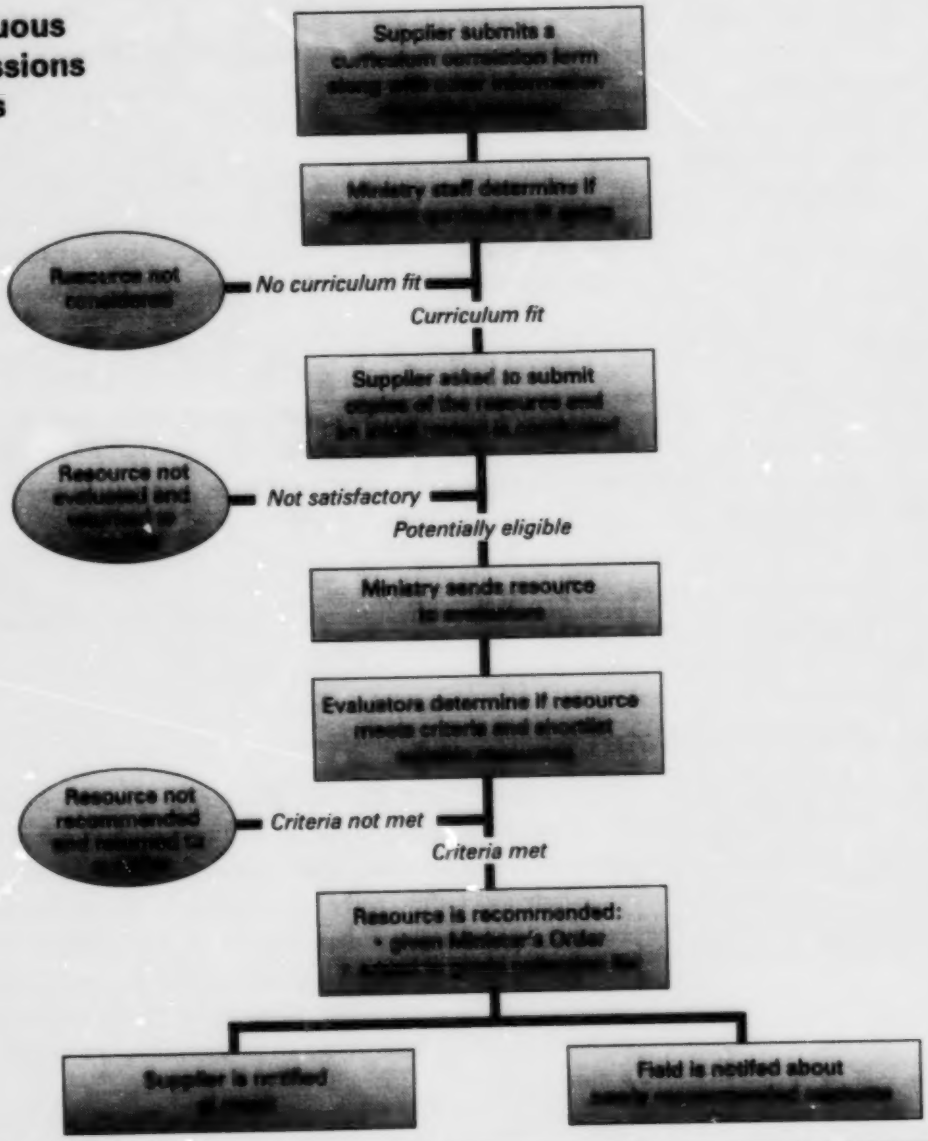
The evaluation forms are media specific; designed to evaluate print, video, digital resources, and manipulatives. There is also a series form for multi-level major programs. The forms contain approximately 50 criteria to be considered for each resource. The criteria are divided into four categories: Content, Instructional Design, Technical Design, and Social Considerations. There are also additional media-specific criteria.

The continuous submissions process promotes flexibility as well as the sharing of timely and current resource information on a regular and predictable basis.

The evaluation process requires the consideration of a wide range of factors:

- support for the learning outcomes and underlying philosophy of the provincial curricula
- the nature and needs of the individuals in the intended audience
- the purposes, characteristics, and uses of various media
- specific criteria which address content, instructional design, technical design, and social considerations
- the need for a provincial perspective

Continuous Submissions Process



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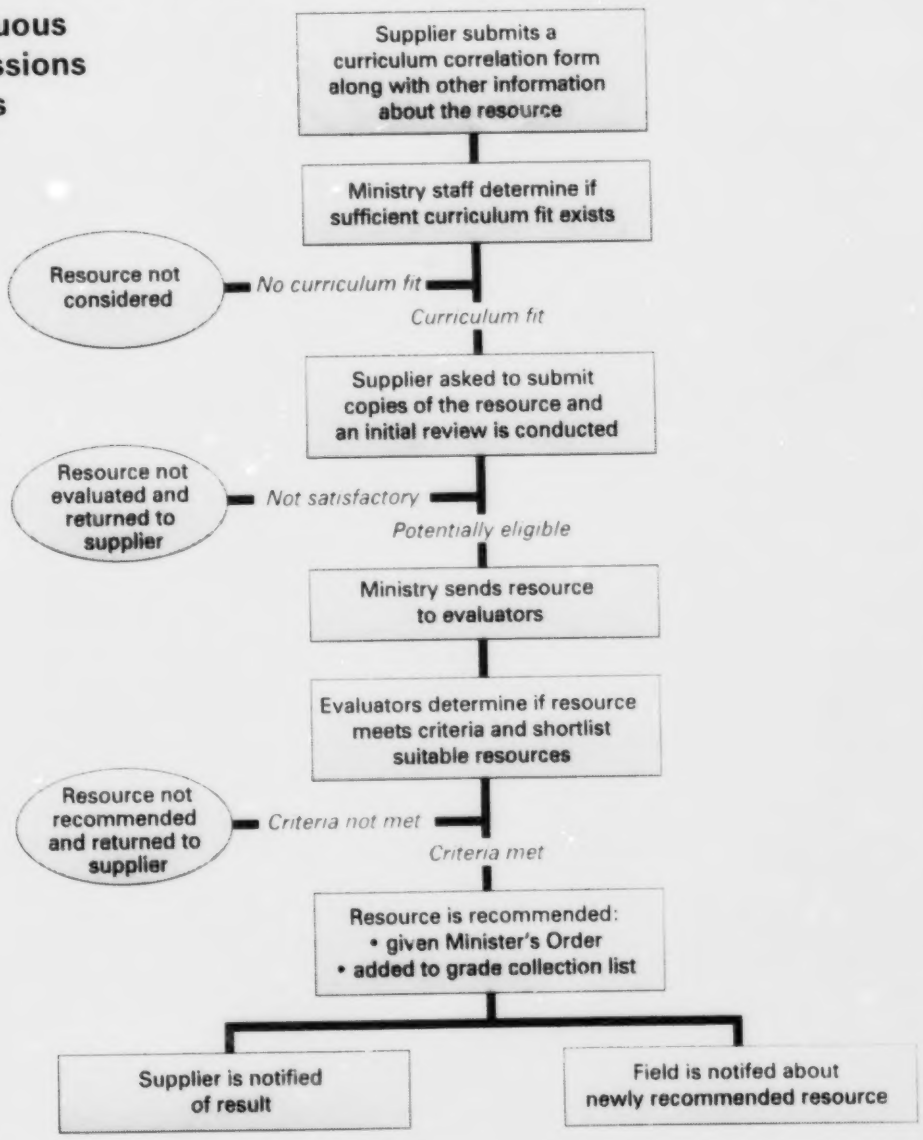
Continuous Submissions Process


Supplier submits a curriculum correlation form along with other information about the resource
Ministry staff determine if sufficient curriculum fit exists
Resource not considered
No curriculum fit
Curriculum fit
Supplier asked to submit copies of the resource and an initial review is conducted
Resource not evaluated and returned to supplier
Not satisfactory
Potentially eligible
Ministry sends resource to evaluators
Evaluators determine if resource meets criteria and shortlist suitable resources
Resource not recommended and returned to supplier
Criteria not met
Criteria met
Resource is recommended:
• given Minister's Order
• added to grade collection list
Supplier is notified of result
Field is notifed about newly recommended resource

Keeping Current

Information about continuous submissions, provincially recommended resources, grade collections, and withdrawn titles is located on the ministry website (see Appendix H).

With the continuous submissions process, suppliers can advise the ministry about newly developed resources as soon as they are released. Suppliers must validate fit with the BC curriculum by submitting a completed curriculum correlation form for each resource. (See Appendix G for a sample page from a completed curriculum correlation form.) The ministry will request the submission of those resources judged to have significant match to the learning outcomes for individual IRPs. Ministry staff will confirm eligibility of the resources for evaluation (i.e., demonstrated curriculum fit, not previously rejected, correct audience level, current copyright, and so on).

Eligible resources are then given a general examination by teacher-evaluators. At this stage, the evaluators look for obvious flaws or unsuitability.

Resources that pass this first stage of review are examined in depth, based on the provincial evaluation criteria and using the media-specific evaluation forms. From this, the evaluators determine which resources should be shortlisted for provincial recommendation.

A descriptive annotation is written for those resources that are shortlisted, and those that are selected for provincial recommendation receive Ministerial Order and are added to the existing grade collections. The ministry provides this annotated information to the field using a variety of means, including the ministry website.

Provincially recommended resources may be used by teachers without additional local evaluation; however, some districts may require local approval for some or all of these resources.

Withdrawal of Resources

Withdrawal means the termination of the recommended status of a learning resource.

Resources will retain their recommended status for a minimum of five years after which time they may be withdrawn from the grade collections and provincially recommended status. Decisions regarding the withdrawal of learning resources will be based on, but not limited to, considerations of curriculum support, currency, and availability. A withdrawal earlier than five years will only occur if there is a successful challenge to the resource or the resource has been determined to be unsuitable as a result of a ministry review.

Once a resource is withdrawn from the provincial list, it must receive local permission through a district approval process before it may continue being used in schools.

Grade Collection Viewing Samples

Provincial Host
#73 Kamloops

Regional Hosts
8 Kootenay Lake
#37 Delta
#34 Abbotsford
#41 Burnaby
#57 Prince George
#61 Victoria
#72 Campbell River
#82 Terrace

The ministry supports the circulation of sample sets of grade collections each year. The sets are kept up-to-date as new resources are added and older resources withdrawn. These sets are made available to districts through one provincial and eight regional centres. Not all grade collection sample sets will be available at all regional centres; however, the provincial host keeps a complete set of grade collections available for loan. The provincial host is the only site that houses *Programme francophone* and French Immersion collections. A list of host sites and their contact information can be obtained from the ministry website. (See Appendix H.)

Western Canadian Protocol Evaluation

A complete list of WCP approved resources can be found on the WCP website. (See Appendix H for the WCP website address.)

The Western Canadian Protocol for Collaboration in Basic Education (WCP) was signed by the Ministers of Education of British Columbia, Alberta, Saskatchewan, Manitoba, Yukon, and Northwest Territories in 1993. Nunavut joined the WCP in 1999. Under the agreement, jurisdictions have collaborated on a variety of initiatives, including Common Curriculum Frameworks for Mathematics and Language Arts. In order to promote and encourage the development of English and French learning resources which reflect the needs and experiences of students in western and northern Canada, a WCP learning resource call and evaluation process has been established for Mathematics and Language Arts, which involves evaluators from each jurisdiction.

Resources evaluated and approved through the WCP process, and which meet the criteria for a grade collection, are designated "recommended" in British Columbia.

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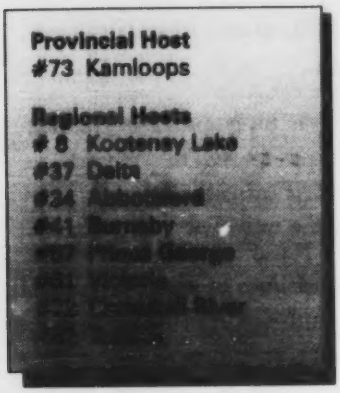

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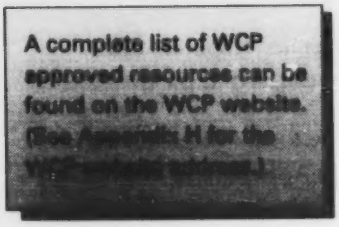

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Resources evaluated and approved through the WCP process, and which meet the criteria for a grade collection, are designated "recommended" in British Columbia.

Resources Not Evaluated Using the Provincial Learning Resources Evaluation Process

The ministry does not evaluate educational resource materials that fall outside the criteria for inclusion in the provincial grade collections. These types of resources typically have a narrow curricular or regional focus and/or are more suitable as supplementary or library materials. Decisions related to these types of materials are best made by educators at the local level to permit consideration of local priorities, as well as individual and classroom needs.

In addition, the ministry does not evaluate individual storybooks, novels, and plays due to the reasons above, as well as the vast potential for selection. Finally, due to their transitory nature, websites are not typically evaluated by the ministry.

The ministry does, however, provide guidelines to assist with local evaluation of individual novels, plays, and websites. Refer to pages 76 to 79 for these guidelines.

Challenge Procedure for Provincially Recommended Resources

Concerns regarding provincially recommended resources that cannot be resolved at the school level are referred to the ministry.

Challengers should be provided with the form "Inquiry Into Suitability of a Learning Resource" (see Appendix A for a sample) which they can mail directly to the ministry.

The ministry will acknowledge the challenge and refer it to the Educational Resources Advisory Committee, which meets as required to address challenges received. The committee comprises representatives of partner groups including parents, teachers, school administrators, school trustees, and superintendents. The responsibilities of the committee are outlined in the appended terms of reference (Appendix A) and include the recommendation to the ministry of appropriate action where warranted.

Recommendations may include cautions to teachers, communication with publishers, and/or withdrawal of materials inappropriate for school use. Information regarding any cautions or withdrawals is communicated to districts. Challengers also receive an individual response informing them of actions taken, with a copy to the district superintendent.

General Learning Resource Considerations

As part of the provincial learning resources evaluation process, teacher-evaluators must be aware of general learning resource considerations in the areas of content, format, methodology, evaluation, assessment, and social considerations. Equally important, they must consider the wide range of audiences that comprise the classroom situation in which the resources are to be used. The age and first language of the students and the existence of special needs are important factors to keep in mind. The purpose, characteristics, and use of the various media are also relevant.

Content/Format

Materials should:

- be relevant to the philosophy, goals, and learning outcomes of the curriculum
- be one of a variety of media presentation modes
- be accurate and current and, where appropriate, use family structures and kinship relationships other than those of mainstream European society
- preferably be Canadian where these materials are of equal quality to other materials available
- be suitable for classroom use in terms of ease of use, durability, and packaging

Methodology

Materials should:

- be activity-based rather than lecture-based
- draw students into group and cooperative learning as well as provide for individual growth
- promote hands-on activities and an applied approach to learning
- encourage students to question, think, react, reflect, and decide in ways that develop critical-thinking and decision-making skills
- offer choice and flexibility as appropriate to meet needs relating to individual aptitudes, abilities, learning styles, and interests (inclusion of worksheets, consumables, and blackline masters should be carefully scrutinized for educational value)

- provide adequate teacher direction and support (consider the needs of a variety of teachers; for multi-component programs differentiate between essential and optional/supplementary components)
- be reasonable in terms of cost/usage expectations in a classroom setting (e.g., if using a resource as intended takes more classroom teaching time than is reasonable)

Evaluation/ Assessment

Materials should:

- be supportive of continuous learning by the individual
- provide for both formative and summative evaluation as appropriate
- be relevant to the needs of the student

Social Considerations

Materials should:

- reflect sensitivity to gender and sexual orientation, the perspective of Aboriginal people, and cultural and ethnic heritage (see pages 17 and 18)
- be supportive of the ministry's commitments to Aboriginal education and Canadian and multicultural content
- promote equality
- support/promote students' self-esteem and that of others
- recognize the integration of students with special needs as part of the classroom
- reflect sensitivity to the diversity of family backgrounds, configurations, and values
- reflect good safety practices in text and visuals (e.g., use of helmets, seatbelts)
- portray positive role models
- use language appropriate to the intended audience and not include slang, vernacular, or expletives that detract from meaning

Regarding Gender Equity and Multiculturalism

Gender Equity

Consider:

- Education that is accessible and appropriate is sensitive to how gender shapes and is shaped by experience and learning.
- Female and male students may have different methods of learning and different educational needs. In a gender-equitable education system, all methods of learning are respected equally and gender-specific needs or characteristics are supported and provided with resources appropriately and equally.
- Language influences the way in which people understand and interpret the world around them; therefore, the language of recommended learning resources should be inclusive, not necessarily neutral, and promote equality for males and females.
- Students are influenced by attitudes and values around them; therefore, it is important that recommended learning resources reflect balanced images and information about males and females and support broad choices and many roles for both sexes.
- Some materials contain an inherent gender bias because of historical or cultural context. When such resources are used, students should be made aware of the context.

Multiculturalism

Consider:

- Students should experience a sense of belonging coupled with pride in one's heritage. Learning materials should raise levels of awareness about ethnocentrism, bias, stereotypes, discrimination, and racism, and teach or provide examples of inclusive, prosocial behaviours.
- Students from all cultural and ethnic backgrounds need to see themselves reflected in educational materials. The sharing of cultural heritages, languages, traditions, values, and lifestyles enriches the education of all students.
- To these ends, resource collections should include materials that:
  - increase awareness of ethnic and cultural diversity
  - create sensitivity to and respect for differences and similarities within and among groups
  - affirm and enhance self-esteem through pride in heritage
  - promote cross-cultural understanding, citizenship, and racial harmony
  - reflect and validate students' cultural experiences

Aboriginal Education

Consider:

- All children come to school with values, beliefs, and knowledge that reflect their personal, cultural, and social backgrounds.
- Aboriginal students make an important contribution to the classroom. They are in a position to share their rich cultural traditions and language.
- Aboriginal students should be provided with a broad range of approaches to curriculum and assessment to assist them in achieving their intellectual, human, social, and career goals.
- Aboriginal students should be assisted in retaining and strengthening their linguistic and cultural heritage. Promoting the infusion of language and culture into regular curricula and providing opportunities for involvement of Aboriginal people in the curriculum development process can facilitate this objective.
- To these ends, resources focusing on British Columbia and the Northwest region of North America should include materials that:
  - recognize the unique position of Aboriginal people within the context of the *Canadian Charter of Rights and Freedoms*
  - recognize contributions Aboriginal people have made and continue to make to society
  - recognize the diversity of Aboriginal societies and avoid traditional stereotypes
  - provide accurate information on historical and contemporary Aboriginal cultures
  - promote knowledge and understanding of local Aboriginal languages and cultures
  - present positive Aboriginal role models
  - recognize the aspirations of Aboriginal people
  - present opportunities for learning activities that reflect Aboriginal values and beliefs, including cooperative learning, experiential learning, the role of family and elders, and the relationship that people have with the natural environment

Audience Considerations

The range of audiences to consider when evaluating resources includes *Programme francophone* and French Immersion students; students whose first language is not English; and students with special needs, such as physical disabilities, intellectual disabilities, learning disabilities, hearing impairments, visual impairments, and students with special gifts and talents.

Programme Francophone Students

Students in *Programme francophone* have the right to receive an education in their language according to Article 23 of the *Canadian Charter of Rights and Freedoms*. Assistance in preserving and reinforcing their cultural and linguistic heritage will be facilitated by integrating language and culture in the regular curriculum.

French-language learning resources which are of the appropriate linguistic level and make the required links to curriculum should be provided. In selecting material, the needs of students in "francisation" must be considered since they have not yet mastered the French language sufficiently to fully benefit from the francophone education and services they have the right to receive.

French Immersion Students

French-language learning resources which are of the appropriate linguistic level and make the required links to curriculum should be provided to students registered in a French Immersion program. Consideration should be given to the different needs of students registered in Early and Late French Immersion when selecting material.

English as a Second Language Students

The following elements help to clarify meaning for English as a Second Language (ESL) students.

Text Organization

Reading comprehension is aided by:

- tables of contents
- indices
- glossaries
- chapter titles that match main idea
- identification of subtopics
- overviews or advance organizers
- summaries

Language

Resources should use language that features:

- controlled vocabulary
- clear sentence structure
- logical and clear development of main ideas supported by relevant details
- paragraph development
- use of signal words (ordinals) for sequence, emphasis, and comparison
- contextual clues

Visuals

Comprehension is aided by:

- useful graphics (not just pictures)
- graphics that support, enhance, and re-explain main ideas
- graphics located near relevant text
- use of a variety of graphics and illustrations to support concepts and thought processes

Students with Special Needs

The following learning resource considerations will aid students with special needs, whether in inclusive classrooms or specialized settings. Five types of special needs are looked at: students with intellectual disabilities, students with learning disabilities, students with visual impairments, students with hearing impairments and language difficulties, and students who have special gifts and talents.

Many of the same considerations may be relevant to other special needs populations, such as students with chronic health impairments, students with autism, or students with general learning difficulties that are not considered special needs.

Students with Intellectual Disabilities

Students with intellectual disabilities have intellectual development functional behaviours that are significantly below the norm for students the same age. Learning characteristics often include significant deficits in language and concept development, a concrete learning style and difficulty with abstractions, the need for direct instruction with frequent review or over-learning, difficulties generalizing, problems focusing on what is important, and difficulties with independent learning.

Language and Text Organization

- avoid complex sentences
- use simplified vocabulary, avoid dialect or idioms
- express concepts at a literal level
- ensure each sentence contains only one main concept
- provide clear, simple instructions that can be broken down into component steps
- highlight important information for easy recognition
- provide advance organizers, definitions of key vocabulary with illustrations
- provide clear structure and appearance, focusing student attention to key ideas

Visuals

- include illustrative material (pictures, graphs, etc.) that supports text

General

- provide multi-sensory instruction
- avoid unnecessary complexity in activities
- provide opportunities for approaching concepts at various levels of complexity

- illustrate concepts by real-life examples connected to students' experiences
- include explicit aids for remembering and review, "how-to" instructions
- offer group work and paired peer activities
- provide summaries of important information
- be appropriate to age level, even if adapted in language, conceptual complexity, and structure to meet intellectual ability

Students with Learning Disabilities

Students with learning disabilities have normal cognitive potential with disorders in their learning: significant difficulties in perception and the acquisition and use of listening, speaking, reading, writing, reasoning, and mathematical abilities. These difficulties often impact memory, problem-solving abilities, and attention span. Students with learning disabilities may have trouble processing, generalizing, or expressing their ideas in writing even when they understand the content.

Language and Text Organization

- avoid dialect or idioms
- define new vocabulary in text
- highlight key information
- vary font styles for concept purposes, not just for variety
- provide clear structure and appearance, focusing student attention to key ideas
- provide simple, clear instructions that are broken down into component steps

Visuals

- use clear, uncluttered illustrative material (pictures, graphs, etc.)
- illustrate main idea with action that is central and attention grabbing
- show single actions that focus attention
- illustrate important concepts both visually and through sound

General

- provide alternative means to access information besides print (e.g., support materials on tape or video)
- express concepts and provide opportunities for approaching them at various levels of complexity
- provide explicit aids for remembering and review, "how-to" instructions
- provide multi-sensory instruction

- provide organizers that structure the learning task for the student
- provide opportunities for group work and paired peer activities
- allow for processing time and time to use compensatory strategies
- suggest various means students may use to demonstrate understanding of concepts (oral, word processor, tapes, video, demonstration or performance, portfolio, etc.)
- use advance organizers to support information on video
- review and summarize key concepts
- illustrate concepts by real-life examples connected to students' experiences

Students with Visual Impairments

Students may have a range of difficulties with vision including being blind, partially sighted, or having low vision. These students have visual acuity problems that interfere with optimal learning such that they need learning materials that are very clear and often adapted in size, complexity, or format.

Language and Text Organization

- use clear pronoun referents that do not require visual supports for clarity
- use large type
- use well-spaced text
- avoid hyphenated text
- have wide margins
- use simple fonts with no overlap or running together of letters
- avoid random shifting of print sizes
- avoid columnar presentation
- separate print from visuals
- provide strong contrast between print and background, use white or pastel backgrounds
- provide predictable, consistent placement of print on the page or screen
- consider clarity of print quality as many materials will require enlargement by a factor of up to six

Visuals

- use clearly shaped illustrations; avoid shadows
- use photographs that show single-focus events
- do not rely on colour between letters, numbers, or objects for comprehension; colour differences may not be perceivable
- use less, rather than more, image detail

- avoid clutter and glare
- use illustrations that are directly relevant to text rather than peripheral
- portray action centre/front with characters in foreground
- allow viewer to be able to see what is happening by focusing on one part of the screen at a time

General

- use one or two deliberate actions rather than a number of simultaneous ones
- use dialogue/narration to accompany and explain the action
- use distinctly different and contrasting voices to allow distinction of characters
- avoid background sound that competes with significant aspects
- avoid distortion of sound, especially speech

Students with Hearing Impairments or Language Difficulties

Students may have a range of difficulties with hearing, from deafness to being hard of hearing. They require similar considerations with regard to resources as students with language disorders. These groups have similar difficulties in language development, both receptive and productive.

Language and Text Organization

- use clear pronoun referents or antecedents
- avoid too many synonyms for the same word
- include words such as "that" where they might clarify a sentence connection
- connect thoughts using simple coordinating conjunctions (and, so, but) rather than less common connectors (nevertheless, as a consequence, etc.)
- avoid or use minimally: passive voice verbs, expressions of negation, too many modifying phrases in one sentence, colloquial or idiomatic expressions
- make careful, limited use of conditional expressions (such as, assuming that, etc.)
- ensure questions avoid long, involved grammatical structure
- use cause and effect expressions in simple form
- use footnotes or explanatory notations for difficult words or complex concepts

Visuals

- place illustrations as close as possible to relevant text
- ensure clarity of video images such that room lighting will allow for sign language interpretation of dialogue

General

- ensure context increases rather than decreases clarity
- caption all dialogue; capture major concepts in visual representations without the dialogue being accessed

Students With Special Gifts and Talents

Students are considered gifted when they possess demonstrated or potential high capability with respect to intellect, creativity, or skills associated with specific disciplines (e.g., music). They may need instruction with approaches that allow for faster pace, greater scope and complexity, more variety, or opportunities for more independent learning. They can engage in analysis, synthesis, and evaluation at a greater depth than age peers.

General

- include jumping off points for independent study
- provide opportunities for open-ended and divergent thinking
- use a discovery learning approach
- encourage flexibility and creative problem solving
- provide options for increased pace
- encourage higher-level thinking (analysis, synthesis, evaluation)
- refer to other sources of information for extended learning
- provide options for choice and decision making

Media Considerations

The following information regarding learning resources has relevance for English- and French-speaking audiences as well as English as a Second Language students and students with special needs.

Print

There are numerous areas for consideration that are unique to print resources, most of which fall under the broad heading: "Readability." They include the following:

Vocabulary

- consider the amount of technical vocabulary used and the devices used to interpret, explain, and define technical terms
- consider the general level of difficulty of non-technical words used in terms of familiarity and abstractness
- realize that idiom and dialect increase reading difficulty

Sentence Structure

- consider the complexity of sentence patterns typically used (simple, compound, complex), but be alert to attempts to simplify by omitting needed connections between ideas
- note that unusual or unpredictable sentence patterns and use of long, involved sentences will increase the reading difficulty; signal words associated with contrast, negation, and time are not well understood by many students in special audiences (e.g., but, although, since, except, nevertheless)
- consider frequency of pronoun use, especially where referents are ambiguous

Paragraph Structure

- note effective use and placement of topic sentences in paragraphs (usually easier if at beginning or end)
- note whether paragraphs are cohesive and have a main point; some writers tend to write less cohesively than others
- look for logical development or expansion of the idea(s) presented; be aware of the need for connections that link paragraphs together in a logical sequence for students

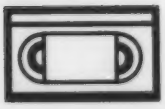
Overall Structure

- look for devices such as chapter and unit overviews, advance organizers and summaries, and "how to use," "how to read," and "how to approach/study" information; these are even more effective if supported graphically by diagrams and charts

- note that features such as a table of contents, index, glossary, and chapter and topic titles that reflect content, are all important reading aids for students
- check that the hierarchy of information and the relationship among ideas are clearly communicated through effective and efficient use of contrasting print size and style; look for a clean, clear structure without distraction provided by too frequent shifting of type size, style, and colour
- check that questions provide for understanding prior to interpretation; it is helpful if categories of questions and activities indicate when the student should find the answer in the text and when other resources are needed to answer or perform expected tasks and activities

Graphics/Illustrations

- look for clarity in visuals; visuals should not be dark, cluttered, or have too many competing elements
- look for effective placement to support textual content
- check that visuals assist with comprehension; visuals should be relevant and useful
- check to see if visuals will be clear if enlarged for student use; verify that the current size is appropriate
- check that key content is not covered in small print captions; questions that are asked in captions should be able to be answered by students
- check that there is a variety of visuals; some visually impaired and learning disabled students are more successful with colour and line, while others are more successful with black and white and shapes



Video

When evaluating videos, the visual component becomes even more important. Narration, sound effects, and music are all factors to be considered. This medium is meant to engage its audience and keep interest piqued throughout its presentation. Today's students are sophisticated and demanding visual consumers. Educational video must strike a balance between education and entertainment; it must simultaneously engage and inform.

Considerations that educators should be aware of when evaluating videos include variation in and length of presentation, age-appropriate narration, the provision of meaningful characters and situations, and opportunities for individual thinking. Varying the presentation

style also helps with viewer attention. Humour can be an engaging communication tactic as long as it is appropriate to the audience level and to the message of the video. Vocabulary, sentence structure, and syntax can contribute to the educational value of any video. Suitability, as it relates to educational value and the audience's age and level of knowledge, should be assessed after viewing has taken place.

Another consideration in the evaluation of video programs is whether they are accompanied by a teacher's guide. This guide should contain such features as:

- a program log highlighting key points in the video with accompanying times (not counter numbers, as these will vary from one VCR to another)
- a synopsis
- background information
- student activities and questions
- a glossary of terms
- suggestions for extension

Digital Resources

Choosing digital learning resources (e.g., computer software, interactive media, and online resources) that use technology effectively can present a different set of challenges for educators.

The main advantage of digital resources is their ability to customize experiences for students through interactivity, feedback, and constructive engagement. The resource can vary its presentation to the needs of the learner through methods such as different sequencing, alternate material choices, and varied prompting. Digital resources can also merge a variety of media into one experience through the combination of text, video, sound, and graphics. Where a digital resource provides a mix of media, the evaluation criteria for the specific media should be considered.

Digital resources must meet the tests of usability and functionality. A further consideration is the practicality of the resource (i.e., content, context, and larger learning environment). The following should be considered during the evaluation process.

- Does this resource have significant added value or capability over a non-digital resource? Does it include:
  - interactive features
  - possibilities of feedback for the student and for the teacher

- constructive engagement (i.e., will it engage students in a meaningful way over an extended period of time)
- possibilities of customizing content, environment, and pathways according to user needs

- Would this resource be usable for the majority of the target audience given considerations of support, training, and facilities available?
- Is there some assurance of ongoing availability?
- Is the resource designed for educational use or is it more appropriate for home use?

The last consideration is intended to point out that there are numerous digital educational resources that may link to curriculum but lack the characteristics of a learning resource. A digital learning resource should take into account good instructional design, assessment strategies, and instructional support materials (i.e., teacher guides).

The overall goal must be to support the learning outcomes of the curriculum. The considerations of curriculum fit must be applied as rigorously to this medium as to any other.

Manipulatives

The term "manipulative" refers to materials that a student interacts with in a tactile manner. These materials facilitate understanding by providing the student with the opportunity to practise and demonstrate abstract concepts.

A good manipulative should:

- build concepts and related vocabulary
- make the symbol real and the concept visible
- improve spatial visualization
- allow discovery of patterns and relationships
- provide problem-solving experiences
- promote flexible, creative thinking
- involve the senses
- provide opportunities for assessment

Manipulatives should be packaged with teacher and student support material. Effective manipulatives should be suitable for a variety of purposes and appropriate for the intended audience. Other factors to be considered are ease of storage, control, inventory, and safety.

Specific Evaluation Criteria

The ministry has developed the following criteria to evaluate learning resources. They are grouped under four main areas: Content, Instructional Design, Technical Design, and Social Considerations. The criteria are intended to encourage evaluators to think critically about the resource and evaluate some of its more detailed aspects. Evaluators rate these specific criteria using provincial evaluation forms (see samples at the end of this section).

The criteria do not all carry the same consideration, and are not listed in order of importance—this will vary according to the resource and its intended use. For example, evaluators may use the social considerations criteria to do a "first cut." In addition, while all media share a majority of common criteria, video, digital resources, and manipulatives have additional media-specific criteria. The evaluation forms for these three media reflect this need.

Content

By examining the content of the resource, evaluators can determine how closely it matches and supports the prescribed learning outcomes for the curriculum.

1. **Content is current**
   The resource is not dated in its content, language, or visuals in a way that reduces its educational value. Consider:
   - hairstyles, pop idols, evident family lifestyles, fads, etc.
   - information and models (e.g., extinction of the dinosaurs theory should include comet collision)

2. **Content is accurate**
   Possible problems in content accuracy include:
   - outdated information
   - factual errors
   - improper use of statistics
   - inaccurate graphs or displays
   - invalid or oversimplified models, examples, or simulations
   - errors in spelling or grammar

3. **Supports BC curriculum**
   The content will assist the student in achieving the prescribed learning outcomes. Typically, resources are evaluated for specific IRPs.

4. **Scope (range) and depth of topics are appropriate to student needs**
   Treatment of topics satisfies learning outcomes and are at an appropriate level of detail. Keep in mind that overview materials often sacrifice depth and may require augmentation with additional materials.

   Criterion #4 is particularly important for special audiences.

5. **Material has significant Canadian content**
   Canada is featured in references, examples, analogies, maps, and data.

6. **Level of difficulty is appropriate for intended audience**
   Concepts, visuals, vocabulary, and internal structure are developmentally appropriate and are meaningful to a broad range of abilities and achievement levels. Some considerations:
   - readability of student and support materials is consistent with the expected ability level of the audience (e.g., vocabulary, phrasing, and sentence length)
   - number of steps is logical and well-suited to the intended ability levels
   - there are multiple levels of instruction to provide for individual differences in students
   - graphic illustrations such as photographs and realistic drawings are suitable for the maturity, age, and/or developmental level of student; they should be used to support the introduction and development of concept learning
   - in digital resources that require student response, the method of response is appropriate (e.g., multiple choice, single keystroke, manipulation of graphics)
   - concepts should be presented one at a time, at a concrete level, for some audiences

   Criterion #6 is particularly important for special audiences.

7. **Content integrates "real-world" experiences**
   Content that supports the integration of personal, familial, and cultural contexts of society is meaningful for many students. Links with real-world activities are incorporated and provision is made for hands-on experiences. The experience of the individual student should form the context for learning.

   Criterion #7 is particularly important for special audiences.

Instructional Design

Evaluation of the instructional design of the resource involves an examination of its goals, objectives, teaching strategies, and assessment provisions. Evaluators should begin with the instructional objectives and work through the methodology. The following items should be judged based on their contribution to the overall objectives of the resource.

8. **Instructional goals and learner objectives are clearly stated**
   Is the overall purpose of the resource concisely stated, if appropriate, with specific objectives stated for specific components? Based on their experience, evaluators must judge if the resource would fulfil its intended purpose and meet the learning objectives.
   - the statements are explicit rather than inferred, succinct, free of jargon, and unambiguous
   - the information is accessible—usually in the support materials
   - the clear identification of objectives is critical to the transferability and implementation of a package

9. **Suitable for a wide range of learning/teaching styles**
   The resource uses a variety of approaches and is flexible in their application (e.g., encourages teacher intervention, student contributions, cooperative learning, discovery learning, collaborative teaching).

   Materials and suggested activities encourage the use of a variety of learning styles and strategies (e.g., concrete, abstract, oral, written, multi-sensory, opportunities for extension, inclusion of explicit aids for retention).

   Criterion #9 is particularly important for special audiences.

10. Promotes student engagement

Focusing techniques and cueing devices, such as variations in typeface, boxes, underlining, and spacing are included. The resource incorporates aids to accessibility (advance organizers, summaries). Questions should encourage reflection. Questions and activities within the resource should attract attention and increase understanding.

Criterion #10 is particularly important for special audiences.

11. Promotes active learning

The methodology promotes critical thinking, research skills, problem solving, group decision making, etc. Student assumes increased responsibility for learning. For the decision-making actions, the number of decision options should vary according to student needs (narrow to open-ended and negotiable).

Criterion #11 is particularly important for special audiences.

12. Promotes communication skills

The methodology includes activities that encourage student self-expression and interaction (e.g., debate, static display, construction, pamphlet writing, small group discussion). Materials should develop/promote visual, auditory, and writing skills. They should allow for consensus-building and build skills in listening for understanding.

13. Encourages group interaction

The resource uses group-based learning methods such as cross-ability groups and collaborative learning.

14. Encourages student creativity

Use of the resource encourages students to develop unique interpretations or solutions.

15. Allows/encourages student to work independently

The student has some measure of control over the rate and difficulty of presentation and review. For example, the student can:

- vary the amount of material
- vary the time allowed for solving problems and/or processing information
- explore rather than be locked into a linear instructional sequence
- begin, continue, and end at an appropriate level
- check for mastery at appropriate points

16. Suitable for intended purpose

The resource offers a means to the end (specified by the instructional objectives).

17. Materials are well organized and structured

The order in which the information is presented is logical and suited to the subject and objectives. In both the teacher and student materials the tasks are clearly defined and the information is accessible to a diverse range of abilities and achievement levels. Note that digital resources and Internet resources are not necessarily organized in a traditional, linear manner. They may be designed to encourage exploration and discovery.

- tables of contents should indicate consistency in approach to topics, units, etc.; balance among topics should be considered
- coordination among components, including overview charts, graphics, and other visual organizers are helpful in large series or programs
- cross-references to supporting or supplementary aspects of a resource that show how they fit within the organizational framework will facilitate ease of use of the resource
- content should be reflected in features such as a table of contents, index, glossary, and chapter and topic titles

18. Materials have unity/congruency

The resource holds together as a self-contained unit. Content, methodology, and means of evaluation correspond to the overall purpose.

19. Concepts are clearly introduced

The progression of the presentation is smooth and logical, with new concepts identified in a clear and consistent manner.

20. Concepts are clearly developed

Definitions, explanations, illustrations, and examples are available where necessary and are relevant to the point under discussion:

- material includes links to and/or develops from previously acquired knowledge
- provides examples as well as non-examples or counter-examples (e.g., "This is a bear, this is not a bear.")
- examples can be broken down into small sequential components

21. Concepts are clearly summarized

A summary may come in many forms (e.g., an end of chapter list, synthesis activities, a post-lesson quiz, a handout, focused questions).

22. Integration across curriculum subjects is supported

Materials should be flexible in both content and presentation to apply to a variety of subjects.

23. Non-technical vocabulary is appropriate

Consider:

- the overall vocabulary load
- the purpose for reading, listening, or viewing
- the sophistication of the ideas presented
- the context (sentence complexity)
- the level of concreteness/abstraction
- the use of idiom and dialect (can increase comprehension difficulty and/or enrich meaning)
- user support (e.g., examples, illustrations, glossaries)

Criterion #23 is especially important for special audiences.

24. Technical terms are consistently explained/introduced

Consider:

- consistent presentation (e.g., in boldface; pause for explanation, accompanied by illustrative examples)
- student support (e.g., glossaries, an index, advance organizers, post-lesson summary)

25. Pedagogy is innovative

The resource demonstrates a fresh approach. Imagery, layout, presentation, pace, topics, suggested activities, and instructional design all serve to promote student interest in the content.

- contains some emotional appeal
- students are left with a positive attitude toward the material and, in the case of interactive learning tools such as digital resources, have the desire to use the resource again
- students are motivated to learn

26. Adequate/appropriate pre-teaching and follow-up activities are provided

The material provides activities outside the main body of the lesson(s) that serve to reiterate and extend the stated learning objectives and reinforce key aspects. The resource links students' prior knowledge to the stated learning outcomes and allows them to construct meaning. Links with real-world activities are incorporated.

27. Adequate/appropriate evaluation tools are provided

The resource contains tools to assess achievement relative to the program's objectives (e.g., criterion-referenced performance scales, reflection). Consider whether there are provisions for remediation of identified areas of weakness.

Technical Design

A good learning resource is a collection of information organized and presented in a way that facilitates learning. The instructional design of a package will determine the conceptual organization, but it is the technical design that brings that structure into reality. Good technical design enhances student access and understanding. Poor technical quality creates barriers to learning, for example: dark or out-of-focus photographs in a text, an inaudible soundtrack in a video, or a non-intuitive user-interface in a digital resource. Even if the content and methodology are excellent, learning resources with technical flaws should be avoided.

28. Text relates to visuals

What is said or written should clearly correspond to what is shown. Captions should be clear and relevant. Visuals should be placed to effectively support textual content and not interfere with reading or viewing.

Criterion #28 is particularly important for special audiences.

29. Appropriate support materials are provided

Assess whether support materials contribute to the achievement of the resource's objectives. The use of all components should be clearly identified. Good support materials include:

- for students:
  - sufficient material for a variety of activities including pre-instruction and follow-up
- for teachers:
  - a description of the instructional activities and overview of how these relate to each other and to the resource goals
  - identification of prerequisite skills
- resource information:
  - a bibliography of resources and references related to the topic
  - possibilities for package modification
- technical documentation (mandatory for digital resources)
  - clear, easy-to understand instructions for use including information about system requirements where appropriate

30. Visual design is interesting/effective

Regardless of the content and medium, the actual presentation of the information will appeal to and enhance effective use for both students and teachers. Graphics, colour, and sound enhance the learning process, drawing the student's attention to important points. The materials should be visually clear with good visual contrast. In multi-level or multi-component packages, coordination of components is facilitated by colour coding and number sequencing of individual items. The user interface uses interesting and topic-appropriate metaphors for the learning activity.

31. Illustrations/visuals are effective/appropriate

The illustrations focus attention on the important content areas and are appropriate to the student's maturity level. Animations and graphics are of a high quality, add to the instructional design, and are used appropriately to enhance the message. Visuals should not be dark or cluttered or have competing elements. A variety of different types of visuals are used to support and represent concepts (flow charts, webs, diagrams, tables).

Criterion #31 is particularly important for special audiences.

32. Character size/typeface is appropriate

Material uses effective typographic design in the main body of text, captions, indices, diagrams, etc. Cueing devices should be used to attract attention to specific points (variations in typeface, boxes, underlining, spacing). The hierarchy of information and the relationship among ideas should be clearly communicated through effective and efficient use of contrasting print size and style. Font variation should only be used as a cueing device, not just to be artistic.

33. Layout is logical and consistent

The material is presented in a well-organized, consistent, and predictable fashion. The structure is apparent to the user in the table of contents. Individual pages or screens are laid out in logical, uncluttered fashion. The number of "buttons" and the information blocks are not too complex. Layout should feature appropriate use of text, visuals, and backgrounds. The structure should not be distracting.

34. Users can easily employ the resource

The resource should be easily used and understood by both the teacher and student. Envision an instructional situation in which the resource could be suitable and easy to facilitate. Consider:

- teachers can control pace and difficulty levels, if desired
- prerequisites are identified
- equipment set-up is adequately explained or demonstrated
- materials are easily used in the space typically available
- materials, activities, lessons, etc. are easily adaptable to a variety of classroom environments
- directions are accompanied by useful examples and "how to use," "how to read," and "how to approach/study information" aids as appropriate
- thorough and easy-to-use manuals are provided
- resource can't be easily misused
- contains no hazardous materials

35. Packaging/design is suitable for the classroom

Consider:

- the quality of the paper, packaging, or binding is appropriate to its intended use and expected life
- the text, captions, labels, pictures, diagrams are attractive, clear, and free of errors
- components are packaged for easy access (e.g., teacher materials can be separated from student materials)
- provides containers for organizing and storing all components if needed

36. Makes effective use of the medium

Each component (e.g., video, digital resources, print) used in the resource should take full advantage of the unique aspects of the particular medium. Consider whether the subject matter could be better handled by another type of media and whether the instructional objective is best served by the medium chosen. This consideration is critical in the case of video and digital resources: video—maximum use should be made of visuals and sound, digital resources—maximum use of interactivity, adaptability of content, and interface. Also for digital resources, the topic or the teaching/learning approach should take advantage of the computer's capabilities to present information and provide appropriate rapid feedback.

Bad examples:

- a slide show on video
- "electronic page-turner" digital resource programs
- an overhead transparency of a large body of small print text

Good examples:

- video combining contemporary or historical footage with live drama
- digital resources that simulate activities too expensive or dangerous for the classroom

Digital resources should also consider:

- storage of responses, students' marks, and whether it can provide reports, undertake analysis, etc.
- whether it can be customized by the student and/or teacher to better meet student's needs
- whether it can identify student weaknesses and strengths to assist teacher in assessment and planning for future work, etc.

Social Considerations

For more information about social considerations, see pages 16 to 18.

An examination of a resource for social considerations helps to identify potentially controversial or offensive elements that may exist in the content or presentation, and highlight where resources might support prosocial attitudes and promote diversity and human rights.

The intent of the screening process is not to remove controversy, but rather that controversial views and opinions should be presented within the following framework:

- alternative points of view are presented, as appropriate
- clear purpose in presenting alternative points of view
- suitable for maturity level of the audience
- reflects a range of community standards
- provides opportunities for critical thinking

Overall, the materials should emphasize positive characteristics and role models. Consider the following points in the analysis of social considerations:

- the intended audience and the context of usage
  - subject area and the maturity of the audience may affect the suitability of the material (e.g., is a video on reproduction designed for teacher-directed use or self-directed student use?)
  - if students are exposed to controversial points of view, consider them in the context of the resource as a whole
- the setting, time period, political and social context, and geographic location
  - these features provide insight into potential concerns (e.g., it is not valid to impose present values on Molière's work but it should be discussed in context as a "time piece" and differences to today's values should be clearly understood)
- the writer's tone toward the subject matter or audience
  - these attitudes tend to influence all aspects of the resource
- an error by omission
  - this may be difficult to identify but note that the writer may identify an error and clarify his/her reasoning for it
- the extent and frequency of occurrence of the reference
  - where a controversial reference occurs, evaluators should indicate on the evaluation form how much attention it might receive

37. Gender equity/Role portrayals of the sexes

Consider portrayal of personal traits, circumstances, attitudes, and actions. References should be in the context of the curriculum for which the resource is being considered and the age level of the intended audience. Consider:

- balanced portrayal
- diversity of roles and relationships
- acknowledgment of the contributions, experiences, and perspectives of various individuals or groups
- appropriateness of tone and descriptive language used (avoid use of sexist, abusive, and derogatory references to gender)
- avoids gender stereotypes

38. Portrayal of sexual orientation

Resources should reflect positive awareness and sensitivity in the portrayal of diverse sexual orientations (heterosexual, homosexual, bisexual) as well as of transgendered individuals. Any references to sexual orientation or transgender should be in the context of the curriculum for which the resource is being considered, and appropriate to the age level of the intended audience. Consider:

- appropriateness of tone and descriptive language used (avoid stereotyping or use of derogatory language)
- awareness of diverse sexual orientations (e.g., heterosexual, lesbian, gay, bisexual)
- awareness of transgendered individuals
- awareness of diverse roles and relationships (e.g., individuals, couples, families)
- whether references to sexual orientation or sexual identity are relevant to the context

39. References to belief systems

This refers to the presentation of organized sets of doctrines or ideas (e.g., philosophies, religions, political ideologies). The material should neither overstate nor denigrate. Attitudes toward a belief system emerge in the personal traits, circumstances, attitudes, and actions of adherents. Consider:

- how individuals or groups are presented (e.g., appearance, attitudes, socio-economic status, activities)
- descriptive language which avoids stereotypes
- avoids generalizations (e.g., all liberals; all politicians)
- clear distinction between facts and opinions
- avoids "group" stereotyping, classification

40. Age portrayals

The way members of different age groups are presented and society's treatment of them. Consider:

- the different age groups represented
- descriptive language which avoids stereotypes
- the inclusion of views of older people or about older people
- relationships (e.g., parent-child, age-integrated activities)
- positive portrayals of the aged (e.g., as valuable contributors to society)

41. Socio-economic references

Be alert to biases/values and perspectives concerning income. These may include analogies and examples in problems or situations depicted (e.g., assuming that all teenagers have plenty of money or easy access to cars). Consider stereotyping in descriptive language used.

42. Political issues bias

One or more political points of view are stated or advocated at the expense of others. Balance is desirable. Sensitive areas may include labour relations, environmental issues, regional disputes (e.g., land use, elections, forest practices)

43. Regional bias

This refers to the exclusion of one geographical region in favour of another, where relevant. This is particularly evident in materials developed in the United States or central and eastern Canada. Consider:

- general bias (e.g., a Canadian studies text that concentrates on exploration and settlement of the Maritimes and Upper and Lower Canada)
- focused bias (e.g., in statistics, maps, and examples)
- to what extent the bias affects usefulness of material (e.g., non-metric material is not usually acceptable for BC, US Food Pyramid versus Canada's Food Guide "rainbow")

Stereotyping is a fixed, exaggerated, and preconceived description that assigns particular characteristics (behaviours, attitudes, emotions, etc.) to a certain type of person or group.

Stereotypes may be based on ethnicity, sex, sexual orientation, or any other personal or cultural characteristic. All stereotypes must be seen as detrimental; so-called "positive stereotypes" are harmful in that they assign expectations that are not based on a person's individual capabilities.

44. Multiculturalism and anti-racism content

The perspective from which information is presented is important. It is not sufficient to merely include pictures of multicultural people in texts or videos. They must have a valid role and seen to be participating in a way that recognizes their role, value, and meaning. Consider:

- culture is about the way we live our lives—not just the exotic
- the culture is examined from within, rather than from an observer point of view
- visuals present a variety of cultures, ethnic backgrounds, and visible minorities
- avoidance of stereotyping (e.g., socio-economic class, personality, language use) both "negative" and "positive" (e.g., Asian students are good at math)
- the level of respect that is shown for the language and culture of all people (e.g., references to dialect, customs, dress, and diet are positive attributes seen as contributions to a diverse, pluralistic society—not as deficits to overcome)
- the customs, lifestyles, traditions of all races, religions, and cultures represented should be presented in a manner that articulates their role, value, and meaning
- people of all races, religions, and cultures are shown as capable of understanding and making decisions about their own development and the important issues that affect their lives
- portrayal of minorities as positive role models (e.g., holding a variety of positions at every level in society)
- similarities among cultures and differences within ethno-specific groups are acknowledged

45. Aboriginal culture/roles

The effective promotion of a balanced and realistic view of Aboriginal people and their culture is essential. Consider:

- a variety of aspects of Aboriginal culture, language, and history
- an Aboriginal perspective of historical and cultural issues
- the contributions of Aboriginal people from a range of backgrounds and in a variety of roles
- avoid putting undue emphasis on particular problems or conflicts involving Aboriginal groups by balancing content with issues
- avoid putting emphasis on traditional aspects of Aboriginal people to the exclusion of their contemporary realities

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- avoid putting emphasis on traditional aspects of Aboriginal people to the exclusion of their contemporary realities

46. Portrayal of special needs

The effective promotion of awareness of the capabilities and contributions of children and adults with special needs is important. Their integration into education and as full fledged, respected, participating members of society is desirable. Also note that students with special needs have diverse backgrounds. These additional diversities and challenges need to be acknowledged. Consider:

- the nature of the special need presented
- a representation of natural proportions found in the population
- the contexts in which people with special needs are presented (e.g., stereotyping)

47. Ethical/legal issues

Issues subject to debate on moral or legal grounds should be examined closely. Consider accuracy and currency of data and evaluate for bias. Prominent examples include:

- abortion
- use/abuse or legalization of drugs
- prostitution, pornography
- nuclear weapons/energy
- evolution versus creationism
- land-use issues
- freedom of expression
- medical ethics
- ethical use of technology
- sexual orientation

48. Language use

The use of specialized language should be suited to the context, maturity, and intellectual level of the audience. Consider use of the following and note specific examples:

- trendy language that may date quickly
- profanity
- racist, sexist, homophobic, and other pejorative terms
- slang, jargon, or dialect
- incorrect grammar
- the frequency of occurrence (i.e., frequent, occasional, seldom) is a factor in judging suitability, but even one statement may preclude use depending on its nature
- gender-biased language (e.g., chairman, constant "male first" order—he/she, boys and girls, men and women)

49. Portrayal of violence

Incidences of violence, where presented, should contribute to the content and be suited to both the context and the maturity level of the audience. Consider:

- a continuum of violence and bullying from put downs, pushes, exclusion, and ridicule to harassment, intimidation, physical threats, and assault
- types of violence (e.g., physical/emotional, shock or horror, verbal abuse)
- violence against animals
- presentation and function (e.g., discrete, sensationalistic)
- explicitness (e.g., inferred, graphic)
- variety of participants
- stereotyping of participants

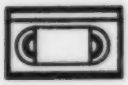
50. Safety standards compliance

Activities portrayed should comply with legal and community standards of safe practice and common sense. Considerations include:

- equipment use (e.g., physical education class)
- materials handling (e.g., chemicals, pottery, electronics)
- lab procedures
- adequacy of directions/instructions for safe use of materials
- modelling of safe practices (e.g., wear helmets, seatbelts)
- ergonomics for computer use

Media-Specific Criteria

While all of the media evaluation forms share a majority of common criteria, the forms for video, digital resources, and manipulatives contain additional media-specific criteria.



Video-specific criteria

Instructional Design

V-1 Video extends or builds upon students' knowledge
Video productions should be targeted at appropriate levels for the audience. The background required to understand a video should be common knowledge or previously learned knowledge.

V-2 Sequencing (chunking) allows for appropriate contextual pauses in viewing
Videos covering a number of concepts require a level of organization that is logical to the student. Information presented in logical chunks helps the viewer to mentally organize the topic.

V-3 Adequate/appropriate pre- and post-viewing activities are suggested in the support materials
Support materials are effective when they provide pre-viewing activities that connect to students' knowledge and help them to comprehend the concepts that are highlighted. Post-viewing activities should extend and consolidate the learning.

Technical Design

V-4 Volume and quality of sound are appropriate
Narration messages should be audible over background sound.

V-5 Narration is effective and appropriate to instructional purposes (pacing, clarity, gender)
The narration should carry an appropriate tone and clarity. The voice should carry an authoritative tone without being patronizing. Narration should clearly correspond with the visuals.

V-6 Music and sound effects are appropriate and effective for instructional purposes
Sound tracks should avoid distractions, and sound should enhance affective goals and effectiveness of the message.

V-7 Visual effects/transitions are used appropriately to highlight story and topic

The use of special effects and complex transitions adds to the educational effectiveness. Otherwise, flashy visual effects should be used sparingly.

V-8 Titles/captions are appropriate/clear

Titles present information about the production without disrupting the flow of the presentation. Captions are clearly readable and shown on the screen for a sufficient length of time.

V-9 Presentation is logical and varied

The mix of pacing, presentation styles, and communication approaches used is consistent with the message.

V-10 Pacing is appropriate

Pacing should be neither too slow nor too fast to hold the audience's attention and stimulate interest in the subject.

Digital resources-specific criteria

Instructional Design

D-1 Instructional prerequisites are stated or easily inferred

The background required to use the resource should come from common knowledge or previous instruction. The teacher or user guide should indicate the nature of this required background.

D-2 Opportunities are provided for different levels of instruction

The material can be modified within this range to meet instructional requirements. This would include items such as variable entry/exit points, level of difficulty settings, and variable prompting.

D-3 Opportunities are provided for different levels of interactivity

Students should be able to progress through the material at rates suitable to their abilities and styles.

D-4 Interaction promotes meaningful learning

Interaction promotes learning goals suitable to the topic. The resource brings some added value that is not present in other formats.

D-5 **Content chunking and sequencing are appropriate**
Students are not overwhelmed by the program, nor are they bored by its simplistic approach. The content and concepts of the program are organized as "segments" appropriate to students' abilities.

D-6 **User navigation through program is appropriate**
Access to different information/concept chunks is either logical and intuitive or random with clear indications of the relationship of the chunks and the various paths available for exploring them. Any time spent learning the interface is small compared to the time-on-task learning.

D-7 **Content depth is appropriate to target audience(s)**
The overall content is appropriate. The time spent working with this content is appropriate for the results gained.

D-8 **Integrates with other activities in the same subject**
The program will support a continuity of learning in the subject matter when used in conjunction with other course learning outcomes and materials. Teachers can readily determine the content and intended learning outcomes without having to progress through the entire program.

D-9 **User inputs are appropriately monitored and responses are provided**
The program distinguishes between wrong answers and wrong format, spelling, or usage. The program gives feedback in instances where it will promote learning.

D-10 **Feedback is non-threatening, immediate, positive, motivational, and user-sensitive**
Feedback is not used to reward wrong answers. The feedback builds confidence and understanding of the concepts, while motivating the student to continue working on the goals of the learning activity.

D-11 **Feedback is appropriate to user's previous responses**
Where appropriate, the program tracks the student, providing prompts or feedback that take into account previous accomplishments or difficulties to correct problems appropriately.

D-12 Quantitative feedback is used where appropriate

Quantitative feedback or assessment is used where students need to evaluate their mastery of a subject or to promote motivation.

Technical Design

D-13 Makes balanced use of graphics, animation, and video

The material mixes various visual presentations with the textual content. The use is balanced and enhances learning without overwhelming the presentation.

D-14 Input and output is used effectively

Use of audio input and output, manipulatives, and externally controlled devices is appropriate. They can be employed easily without excessive set-up or take-down.

D-15 A help function is provided and appropriate

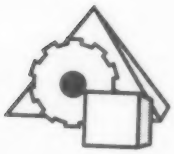
Help functions are available at all appropriate times. They are easy to use and allow quick response to problems.

D-16 Where appropriate, material can be networked or shared across platforms or retrieved using standard Internet tools

For programs that generate data for subsequent manipulation, the formats generated can be used by suitable applications or computer formats. Where collaboration is used, the sharing of content is possible using standard tools such as an Internet browser.

D-17 Teacher control of feedback and progress is provided and appropriate

Where appropriate, the resource provides teachers with opportunities to monitor student performance or change the type and frequency of feedback students receive.



Manipulatives-specific criteria

Instructional Design

M-1 Adequate support material is provided

Manipulatives should be packaged with teacher and student support material. Instructions for use should be clear. Instructional goals and learner objectives should be clearly stated.

M-2 **Activities are summarized; extension activities are provided**
The targeted activities are clearly identified and opportunities to extend the activities are provided.

M-3 **Suggested activities support innovative pedagogy**
Materials should actively involve students in exploring, testing, and applying ideas. Materials should invite repeated use over an extended period of time.

Technical Design

M-4 **Manipulative is safe to use**
Consider whether the manipulatives have sharp edges, are heavy and awkward to handle, are made of potentially toxic substances, or are breakable. Consider whether materials are easy to clean.

M-5 **Size and composition of manipulative is appropriate for intended audience**
Consider the manual dexterity and strength of the intended user. Consider the use of colour and texture in the materials. Also consider if the material is durable enough to withstand repeated use. Are there many small pieces which can be easily lost? Can missing pieces be easily replaced?

M-6 **Suggested manual tasks within the activities are compatible with the motor skills of the intended users**
Consider the manual dexterity and strength of the intended user.

Series Evaluation Form

The series evaluation form has been developed to assist evaluators in formulating their opinions and summarizing group discussions regarding multi-level, multi-component resources. It also ensures that the same considerations are given to all series.

Province of British Columbia

Ministry of Education
Curriculum Branch

Print Evaluation Form

Title

Preview No.

SA - Strongly Agree
SD - Strongly Disagree

For each of the following statements, check the circle which best reflects your judgement of the resource. If the statement is not applicable, stroke out all the circles. Use the space following each item for comments, including relevant page numbers.

SA	SD			Comments
			CONTENT	
○	○	○	○	1. Content is current
○	○	○	○	2. Content is accurate
○	○	○	○	3. Supports BC curriculum
○	○	○	○	4. Scope (range) and depth of topics are appropriate to student needs
○	○	○	○	5. Material has significant Canadian content
○	○	○	○	6. Level of difficulty is appropriate for intended audience
○	○	○	○	7. Content integrates "real-world" experiences
				INSTRUCTIONAL DESIGN
○	○	○	○	8. Instructional goals and learner objectives are clearly stated
○	○	○	○	9. Suitable for a wide range of learning/teaching styles
○	○	○	○	10. Promotes student engagement
○	○	○	○	11. Promotes active learning
○	○	○	○	12. Promotes communication skills
○	○	○	○	13. Encourages group interaction
○	○	○	○	14. Encourages student creativity
○	○	○	○	15. Allows/encourages students to work independently
○	○	○	○	16. Suitable for intended purpose
○	○	○	○	17. Materials are well organized and structured
○	○	○	○	18. Materials have unity/congruency
○	○	○	○	19. Concepts are clearly introduced
○	○	○	○	20. Concepts are clearly developed
○	○	○	○	21. Concepts are clearly summarized
○	○	○	○	22. Integration across curriculum subjects is supported
○	○	○	○	23. Non-technical vocabulary is appropriate
○	○	○	○	24. Technical terms are consistently explained/introduced
○	○	○	○	25. Pedagogy is innovative
○	○	○	○	26. Adequate/appropriate pre-teaching and follow-up activities are provided
○	○	○	○	27. Adequate/appropriate evaluation tools are provided
				TECHNICAL DESIGN
○	○	○	○	28. Text relates to visuals
○	○	○	○	29. Appropriate support materials are provided
○	○	○	○	30. Visual design is interesting/effective
○	○	○	○	31. Illustrations/visuals are effective/appropriate
○	○	○	○	32. Character size/typeface is appropriate
○	○	○	○	33. Layout is logical and consistent
○	○	○	○	34. Users can easily employ the resource
○	○	○	○	35. Packaging/design is suitable for the classroom
○	○	○	○	36. Makes effective use of the medium

S - Suitable or appropriate
NS - Not suitable or appropriate

For each of the following statements, consider whether the resource addresses the following issues appropriately. If the statement is not applicable, stroke out all the circles. Use the space following each item for comments, including relevant page numbers, or include comments and notes on a separate sheet.

S	NS	SOCIAL CONSIDERATIONS	Comments
○	○	37. Gender equity/Role portrayals of the sexes	
○	○	38. Portrayal of sexual orientation	
○	○	39. References to belief systems	
○	○	40. Age portrayals	
○	○	41. Socio-economic references	
○	○	42. Political issues bias	
○	○	43. Regional bias	
○	○	44. Multiculturalism and anti-racism content	
○	○	45. Aboriginal culture/roles	
○	○	46. Portrayal of special needs	
○	○	47. Ethical/legal issues	
○	○	48. Language use	
○	○	49. Portrayal of violence	
○	○	50. Safety standards compliance	

Describe the major reasons for recommendation for inclusion in the grade collection	List any components of this package which are not considered essential for inclusion in the grade collection

Describe the major reasons for non-recommendation for inclusion in the grade collection

SUMMARY

Shortlisted for grade collection ○ *(choose one)*

Comprehensive resource ○

Additional resource ○

Not shortlisted for recommendation ○ *(choose one)*

Does not meet ministry evaluation criteria ○

Not eligible for grade collection ○

Evaluator: _____ Date: _____

Evaluator: _____ Date: _____

Province of British Columbia

Ministry of Education
Curriculum Branch

Video Evaluation Form

Title

Preview No.

SA - Strongly Agree
SD - Strongly Disagree

For each of the following statements, check the circle which best reflects your judgement of the resource. If the statement is not applicable, stroke out all the circles. Use the space following each item for comments, including relevant page numbers.

SA			SD		Comments
CONTENT					
○	○	○	○	1. Content is current	
○	○	○	○	2. Content is accurate	
○	○	○	○	3. Supports BC curriculum	
○	○	○	○	4. Scope (range) and depth of topics are appropriate to student needs	
○	○	○	○	5. Material has significant Canadian content	
○	○	○	○	6. Level of difficulty is appropriate for intended audience	
○	○	○	○	7. Content integrates "real-world" experiences	
INSTRUCTIONAL DESIGN					
○	○	○	○	8. Instructional goals and learner objectives are clearly stated	
○	○	○	○	9. Suitable for a wide range of learning/teaching styles	
○	○	○	○	10. Promotes student engagement	
○	○	○	○	11. Promotes active learning	
○	○	○	○	12. Promotes communication skills	
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○	○	○	○	V-1. Video extends or builds upon students' knowledge	
○	○	○	○	V-2. Sequencing (chunking) allows for appropriate contextual pauses in viewing	
○	○	○	○	V-3. Adequate/appropriate pre- and post-viewing activities are suggested in the support materials	
○	○	○	○	27. Adequate/appropriate evaluation tools are provided	
TECHNICAL DESIGN					
○	○	○	○	V-4. Volume and quality of sound are appropriate	
○	○	○	○	V-5. Narration is effective and appropriate to instuctional purposes (pacing, clarity, gender)	
○	○	○	○	V-6. Music and sound effects are appropriate and effective for instructional purposes	
○	○	○	○	29. Appropriate support materials are provided	
○	○	○	○	V-7. Visual effects/transitions are used appropriately to highlight story and topic	
○	○	○	○	31. Animation/graphics are appropriate/clear	
○	○	○	○	V-8. Titles/captions are appropriate and clear	
○	○	○	○	V-9. Presentation is logical and varied	
○	○	○	○	V-10. Pacing is appropriate	
○	○	○	○	36. Makes effective use of the medium	

S - Suitable or appropriate
NS - Not suitable or appropriate

For each of the following statements, consider whether the resource addresses the following issues appropriately. If the statement is not applicable, stroke out all the circles. Use the space following each item for comments, including relevant page numbers, or include comments and notes on a separate sheet.

S	NS	SOCIAL CONSIDERATIONS	Comments
○	○	37. Gender equity/Role portrayals of the sexes	
○	○	38. Portrayal of sexual orientation	
○	○	39. References to belief systems	
○	○	40. Age portrayals	
○	○	41. Socio-economic references	
○	○	42. Political issues bias	
○	○	43. Regional bias	
○	○	44. Multiculturalism and anti-racism content	
○	○	45. Aboriginal culture/roles	
○	○	46. Portrayal of special needs	
○	○	47. Ethical/legal issues	
○	○	48. Language use	
○	○	49. Portrayal of violence	
○	○	50. Safety standards compliance	

Describe the major reasons for recommendation for inclusion in the grade collection	List any components of this package which are not considered essential for inclusion in the grade collection

Describe the major reasons for non-recommendation for inclusion in the grade collection

SUMMARY

Shortlisted for grade collection ○

(choose one)

Comprehensive resource ○

Additional resource ○

Not shortlisted for recommendation ○

(choose one)

Does not meet ministry evaluation criteria ○

Not eligible for grade collection ○

Evaluator: _____ Date: _____

Evaluator: _____ Date: _____

Province of British Columbia

Ministry of Education
Curriculum Branch

Digital Resources Evaluation Form

Title

Preview No.

SA - Strongly Agree
SD - Strongly Disagree

For each of the following statements, check the circle which best reflects your judgement of the resource. If the statement is not applicable, stroke out all the circles. Use the space following each item for comments, including relevant page numbers.

5A	5D			Comments
			CONTENT	
○	○	1.	Content is current	
○	○	2.	Content is accurate	
○	○	3.	Supports BC curriculum	
○	○	4.	Scope (range) and depth of topics are appropriate to student needs	
○	○	5.	Material has significant Canadian content	
○	○	6.	Level of difficulty is appropriate for intended audience	
○	○	7.	Content integrates "real-world" experiences	
			INSTRUCTIONAL DESIGN	
○	○	D-1.	Instructional prerequisites are stated or easily inferred	
○	○	8.	Instructional goals and learner objectives are clearly stated	
○	○	D-2.	Opportunities are provided for different levels of instruction	
○	○	D-3.	Opportunities are provided for different levels of interactivity	
○	○	D-4.	Interaction promotes meaningful learning	
○	○	12.	Promotes communication skills	
○	○	13.	Encourages group interaction	
○	○	14.	Encourages student creativity	
○	○	15.	Allows/encourages students to work independently	
○	○	17.	Materials are well organized and structured	
○	○	18.	Materials have unity/congruency	
○	○	19.	Concepts are clearly introduced	
○	○	D-5.	Content chunking and sequencing are appropriate	
○	○	D-6.	User navigation through program is appropriate	
○	○	D-7.	Content depth is appropriate to target audience(s)	
○	○	D-8.	Integrates with other activities in the same subject	
○	○	23.	Non-technical vocabulary is appropriate	
○	○	24.	Technical terms are consistently explained/introduced	
○	○	25.	Pedagogy is innovative	
○	○	26.	Adequate/appropriate pre-teaching and follow-up activities are provided	
○	○	D-9.	User inputs are appropriately monitored and responses are provided	
○	○	D-10.	Feedback is non-threatening, immediate, positive, motivational, and user-sensitive	
○	○	D-11.	Feedback is appropriate to user's previous responses	
○	○	D-12.	Quantitative feedback is used where appropriate	
			TECHNICAL DESIGN	
○	○	29.	Appropriate support materials are provided	
○	○	30.	User interface is interesting/effective	
○	○	31.	Illustrations/visuals are effective/appropriate	
○	○	D-13.	Makes balanced use of graphics, animation, and video	
○	○	D-14.	Input and output is used effectively	
○	○	D-15.	A help function is provided and appropriate	
○	○	D-16.	Where appropriate, material can be networked or shared across platforms, or retrieved using standard Internet tools	
○	○	32.	Onscreen text is clearly readable	
○	○	33.	Screen layout is logical and consistent	
○	○	34.	Users can easily employ the resource	
○	○	D-17.	Teacher control of feedback and progress is provided and appropriate	
○	○	36.	Makes effective use of the medium	

S - Suitable or appropriate
NS - Not suitable or appropriate

For each of the following statements, consider whether the resource addresses the following issues appropriately. If the statement is not applicable, stroke out all the circles. Use the space following each item for comments, including relevant page numbers, or include comments and notes on a separate sheet.

S	NS	SOCIAL CONSIDERATIONS	Comments
○	○	37. Gender equity/Role portrayals of the sexes	
○	○	38. Portrayal of sexual orientation	
○	○	39. References to belief systems	
○	○	40. Age portrayals	
○	○	41. Socio-economic references	
○	○	42. Political issues bias	
○	○	43. Regional bias	
○	○	44. Multiculturalism and anti-racism content	
○	○	45. Aboriginal culture/roles	
○	○	46. Portrayal of special needs	
○	○	47. Ethical/legal issues	
○	○	48. Language use	
○	○	49. Portrayal of violence	
○	○	50. Safety standards compliance	

Describe the major reasons for recommendation for inclusion in the grade collection	List any components of this package which are not considered essential for inclusion in the grade collection

Describe the major reasons for non-recommendation for inclusion in the grade collection

SUMMARY

Shortlisted for grade collection ○ *(choose one)*

Comprehensive resource ○

Additional resource ○

Not shortlisted for recommendation ○ *(choose one)*

Does not meet ministry evaluation criteria ○

Not eligible for grade collection ○

Evaluator: _____ Date: _____

Evaluator: _____ Date: _____

Province of British Columbia

Ministry of Education
Curriculum Branch

Manipulatives Evaluation Form

Title

Preview No.

SA - Strongly Agree
SD - Strongly Disagree

For each of the following statements, check the circle which best reflects your judgement of the resource. If the statement is not applicable, stroke out all the circles. Use the space following each item for comments, including relevant page numbers.

SA ○○○○ SD		Comments
	CONTENT	
	1. Content is current	
	2. Content is accurate	
	3. Supports BC curriculum	
	4. Scope (range) and depth of topics are appropriate to student needs	
	5. Material has significant Canadian content	
	6. Level of difficulty is appropriate for intended audience	
	7. Content integrates "real-world" experiences	
	INSTRUCTIONAL DESIGN	
	M-1. Adequate support material is provided	
	9. Suitable for a wide range of learning/teaching styles	
	10. Promotes student engagement	
	11. Promotes active learning	
	12. Promotes communication skills	
	13. Encourages group interaction	
	14. Encourages student creativity	
	15. Allows/encourages students to work independently	
	17. Materials are well organized and structured	
	18. Materials have unity/congruency	
	19. Concepts are clearly introduced	
	20. Concepts are clearly developed	
	M-2. Activities are summarized; extension activities are provided	
	22. Integration across curriculum subjects is supported	
	23. Non-technical vocabulary is appropriate in the support material	
	24. Technical terms are consistently explained/introduced in the support material	
	M-3. Suggested activities support innovative pedagogy	
	26. Adequate/appropriate pre-teaching and follow-up activities are provided	
	27. Adequate/appropriate evaluation tools are provided	
	TECHNICAL DESIGN	
	M-4. Manipulative is safe to use	
	M-5. Size and composition of manipulative is appropriate for intended audience	
	30. Visual design is interesting/effective	
	31. Illustrations/visuals are effective/appropriate	
	M-6. Suggested manual tasks within the activities are compatible with motor skills of the intended users	
	33. Layout is logical and consistent	
	34. Users can easily employ the resource	
	35. Packaging/design is suitable for the classroom	
	36. Makes effective use of the medium	

S - Suitable or appropriate
NS - Not suitable or appropriate

For each of the following statements, consider whether the resource addresses the following issues appropriately. If the statement is not applicable, stroke out all the circles. Use the space following each item for comments, including relevant page numbers, or include comments and notes on a separate sheet.

S	NS	SOCIAL CONSIDERATIONS	Comments
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○	○	45. Aboriginal culture/roles	
○	○	46. Portrayal of special needs	
○	○	47. Ethical/legal issues	
○	○	48. Language use	
○	○	49. Portrayal of violence	
○	○	50. Safety standards compliance	

Describe the major reasons for recommendation for inclusion in the grade collection	List any components of this package which are not considered essential for inclusion in the grade collection

Describe the major reasons for non-recommendation for inclusion in the grade collection

SUMMARY

Shortlisted for grade collection ○
(choose one)
Comprehensive resource ○
Additional resource ○

Not shortlisted for recommendation ○
(choose one)
Does not meet ministry evaluation criteria ○
Not eligible for grade collection ○

Evaluator: _____ Date: _____

Evaluator: _____ Date: _____

Series Evaluation Form

Title		Preview No.	

1) What is the stated purpose of this series?

2) Are the goals and objectives clearly stated? Are these goals and objectives met?

3) Please list any components not available or currently under development. Comment on how important they are to the use of the series.

4) Comment on the organization, ease of use, and accessibility of the series. Consider the manageability, relationship, and consistency among the various components. Consider the level of support provided by the teacher material.

5) How does the series meet the need for skill development, communication skills, cooperative learning, problem solving, and critical thinking?

6) How does the series provide for a broad range of learning styles and needs? Consider both the teacher and student materials (i.e., follow-up activities, discussion questions, extension activities, etc.).

7) How does the series provide for cross-curricular integration possibilities?

8) Explain how the content of the series supports the intentions of the curriculum. Consider the following: currency, accuracy, range and depth of topics, Canadian content, relevancy and level of difficulty, pedagogy, etc.

9) How does the technical design of the series aid student learning and engage student interest?

10) Comment on formatting such as headers, pre-reading questions, charts, graphs, and other visuals that complement or clarify textual meaning.

11) Comment on the adequacy and the appropriateness of the assessment strategies.

12) Provide information on any of the following social consideration concerns if applicable (provide significant examples, quotations, etc., with page references):

- equitable representation of both sexes in content and visuals
- representation of a variety of ages
- representation of a variety of cultures
- appropriate language use
- safety regulations and safety concerns
- representation of people with special needs
- representation of a variety of geographical regions
- consideration of the role of "voice," i.e., First Nations or other cultures
- consideration of a wide variety of beliefs
- balanced view of political or ethical questions
- sensitive portrayal of a variety of lifestyles
- appropriate role models, i.e., career, gender, behavioural, etc.

Summary

Describe the major strengths of the series.

Describe the major weaknesses of the series.

EVALUATORS' CONCLUSIONS

Rating ☐ (5 = Excellent; 4 = Good; 3 = Average; 2 = Poor; 1 = Unacceptable)

☐ The entire series is shortlisted for grade collection.

☐ The entire series is not shortlisted for grade collection.

☐ The series is shortlisted in part for grade collection.*

* Please clearly indicate the shortlisted components.

Date _____

Evaluation Group	Coordinator

DISTRICT

Evaluation, Selection, and Management of Learning Resources

Guidelines for Establishing District Learning Resources Procedures

District Responsibilities

The district learning resource policy should articulate a commitment by the Board that recognizes the value of resource-based learning, and the importance of planning for the best delivery of education through a wide variety of media.

School boards are required by legislation to use either provincially recommended or locally approved resources.

Districts must establish district evaluation and selection procedures in accordance with section 168 (2)(e) of the *School Act* as outlined in Minister's Order #333/99. The Educational Program Guide Order states:

3. (1) A board may only use the following educational resource materials:
   (a) resource materials in an educational program guide specified in section 1 of this Order
   (b) resource materials in a document referred to in column 1 of Table 1
   (c) the educational resource materials referred to as authorized or recommended in the most recent "Catalogue of Learning Resources," published from time to time by the Ministry of Education
   (d) other educational resource materials that, subsequent to the publication of the Catalogue referred to in paragraph (c), are designated by the minister as authorized or recommended, and
   (e) educational resource materials that the board considers are appropriate for individual students or groups of students

   (2) Before a board uses educational resource materials referred to in subsection (1)(e), the board must approve those educational resource materials in accordance with evaluation and selection criteria and procedures established by the board.

To assist schools and school districts with this process, this section offers suggestions and guidelines for setting up a Learning Resources Implementation Plan, which should be revisited annually.

There are also several appendices which feature district policies and procedures that may be useful in planning.

Learning Resources Implementation Plan

E aluation **is a process in which materials are judged for general suitability based upon predetermined criteria and standards.**

Selection **is a process of choosing resources to fill specific needs from materials that have been identified through the provincial learning resources evaluation process or the local approval process.**

is the

As a means to establishing district procedures, districts should develop a Learning Resources Implementation Plan (LRIP) which outlines district and school strategies and includes details regarding the evaluation, selection, and management of learning resources. An LRIP should address issues around human and material resources, as well as the management of targeted learning resource funds. Through the process of developing and/or revising a plan, a district can identify the strengths and weaknesses of existing procedures, and find ways to use allocated funds strategically to provide high-quality resources in support of curriculum initiatives.

The following section outlines eight steps to developing an effective LRIP. The guidelines may also be useful for districts that are revising their existing LRIPs. Note that these are guidelines only. Districts may adapt these steps or develop their own process to meet local needs.

1. Develop a vision and philosophy for resource-based learning; create a vision statement and strategic plan.
2. Identify personnel and allocation of responsibilities for evaluation and selection of resources.
3. Conduct a needs assessment to determine priorities for local evaluation, selection, and acquisition.
4. Establish district evaluation criteria for materials not provincially recommended.
5. Determine a local approval process for evaluation at the district level.
6. Select the resources.
7. Establish the procedure for dealing with challenges to learning resources.
8. Develop an overall learning resources management plan.

STEP 1

Set the Vision

School districts are encouraged to develop a vision statement that reflects commitment to resource-based teaching and learning and is guided by the principles of learning. The vision statement may reflect the following ideals:

- All children in our schools have the opportunity to obtain the knowledge, skills, and attitudes that will enable them to become skillful, thoughtful users of information in an information era.
- Students learn best when they are actively involved in their own learning, and when the instructional program is adapted to their individual needs, learning styles, and interests.
- Educators must collaborate to ensure that students receive the best education possible, delivered in a nurturing environment, through materials that are appropriate to their needs.

STEP 2

Establish Key Committees and Personnel

In order to provide effective evaluation, selection, and management of all forms of learning resources, adequate professional and support staff should be available at both the district and school levels. This staff should have a common belief in resource-based learning and teaching, and it is their responsibility to operate coordinated, cost-effective systems that link learning resources to the curriculum and ensure equitable access to the resources.

Professional personnel with responsibilities for learning resources should have training in teacher-librarianship, library and information science, or learning resource management. Key professional staff at the school level include the teacher-librarian and/or learning resource coordinator and, at the district level, the district resource centre coordinator and/or learning resource manager.

Support staff should have post-secondary training and experience in library, media, and computer technology. Key support personnel are library technicians, library clerks, audiovisual/media technicians, and computer technicians.

At the District Level

The District Learning Resource Committee

This committee, with the district learning resource coordinator or resource manager as a key member, has a number of functions related to learning resources evaluation, selection, and management. It can advise on all matters pertaining to the district's LRIP and make district-wide recommendations. Many of its recommendations will have an impact on both the district and the schools' learning resources.

The members of this committee should work collaboratively to develop policies and procedures, and to provide feedback and guidance to the district coordinator or resource manager.

As well as the district resource centre coordinator or resource manager, this committee may include representation from, or may consult with, the following:

- members of the Board of School Trustees
- members of senior district administration and school-based administrators
- teacher-librarians
- teachers
- members of the district technology committee
- learning resource coordinators
- union representatives of teaching and non-teaching staff
- representatives of Parent Advisory Councils
- representatives of the public library system
- members from *Programme francophone* or French Immersion areas
- members from Aboriginal Education areas
- members from Student Support Services areas

Districts may wish to provide release time and clerical support to facilitate the work of this committee. Up to 5% of a district's learning resources targeted funding may be used for evaluation and selection activities at the district or school level.

The Role of the District Resource Centre Coordinator

A district resource centre coordinator or resource manager is responsible for managing the district's learning resources, the LRIP, and for materials and services that are centralized in the district resource centre. Responsibilities may also include:

- helping the district learning resource committee develop a district vision and philosophy of resource-based learning
- helping the committee develop district policies and procedures in such areas as the selection and challenge of learning resources, student and teacher online access, parent and community access to learning resources, and copyright
- participating on the committee and consulting with school-based teacher-librarians, learning resource coordinators, and/or school-based technology coordinators
- ensuring that the district's learning resources policy and procedures are developed in collaboration with school learning resources committees and/or senior management
- implementing the LRIP in conjunction with the district technology plan

- developing policies/procedures to ensure that school and district purchases fall within the ministry's guidelines and definition of learning resources
- providing guidelines, policies, and procedures for the review and evaluation of school-based learning resource management
- identifying strengths and weaknesses of the existing systems
- identifying resource priorities
- establishing a staff development plan
- providing professional development to support and promote the implementation of resource-based learning and information technologies
- identifying existing learning resource and library materials, personnel, and infrastructures
- consulting regarding the hiring of qualified learning resources personnel
- maintaining an inventory of district resources and having access to school-based inventories in order to facilitate resource sharing
- maintaining an inventory of district and school licences to online services, including type of licence (site vs. a specific number of access points, home-use provisions)
- maintaining a district list of recommended websites and online resources
- coordinating the bulk purchase of widely used resources where economically viable
- promoting liaison and partnerships with other school districts, educational institutions, government agencies, business, industry and non-profit organizations, and coordinating the sharing of learning resources with other school districts
- assisting in planning for the provision of learning resources for new schools, including design of the resource facility (see Appendix F for a checklist)
- liaising with outside agencies, e.g., universities
- acquiring licences, e.g., feature film or software licensing
- planning for and allocating learning resources targeted funds
- providing leadership, facilities, and training in library automation systems
- promoting the integration of information and communication technology (ICT)
- coordinating a district process for identifying locally recommended websites and online services

The District Resource Centre

A district resource centre or other centrally managed location can support many of the activities that are important to the district, such as providing space and facilities for:

- evaluation and selection of resources, including websites and online databases
- curriculum and other meetings
- teaching and training
- design and production of resources, including print, video, audio, website, etc.
- housing a collection that might include:
  - professional resources
  - equipment and resources too expensive for individual schools
  - resources required on an irregular basis
  - novel sets
  - professional journals
- hosting publishers' displays and previewing activities
- hosting the ministry's regional displays
- acquisition and processing
- training in library automation systems

At the School Level

The School Learning Resource Committee

The school learning resource committee, of which the teacher-librarian or school resource coordinator is a key member, should provide for school-wide representation. This may include department heads and teachers with a particular interest in learning resources and digital technologies, as well as parents and students. Administrative officers have an integral role in the committee. Schools may wish to allocate release time and clerical support to support the functioning of this committee.

Each school should establish resource-based learning and teaching goals and objectives as part of its educational philosophy, as well as a school plan that includes how these will be implemented and evaluated. The responsibilities of the school learning resource committee related to learning resources may include:

- consulting with staff regarding curriculum priorities over the short- and long-term
- developing short- and long-term plans for the purchase of, access to, and use of learning resources in the school

- assisting with the selection of learning resources in all formats, including digital (both classroom and library) for the school
- making recommendations to the district resource manager for the acquisition of expensive resources better shared among schools
- promoting and sharing expertise on the use of a variety of learning resources
- ensuring that learning resources are shared among staff and are easily accessible to students and teachers throughout the school
- attending and organizing displays of learning resources
- promoting the integration of ICT (information and communications technology)

The Role of the Administrative Officer

As leaders in the school and district, administrative officers are integral to effective learning resource management by:

- involving the teacher-librarian/resource coordinator and other staff in decisions related to learning resources
- allocating appropriate staff, funds, and technology
- supporting staff development and training for the teacher-librarian/resource coordinator
- promoting the concept of partnerships for the sharing of resources in the school and community and among schools
- modelling the effective use of learning resources and digital technologies

The Role of the Teacher-Librarian

A teacher-librarian and/or a school resource coordinator is a valuable and integral part of the resource evaluation, selection, and management process. Whenever possible, it is recommended that these roles be combined.

The responsibilities of the teacher-librarian/school resource coordinator may include:

- supporting teachers in selecting appropriate learning resources
- participating on the school learning resource committee
- consulting with the district learning resource manager
- participating in the allocation of the school's learning resources trust fund, library resource centre budget, and any other school-based funds designated for learning resources

- coordinating cost-effective systems for managing the school's entire collection of learning resources
- consulting on the school's technology plan
- promoting the integration of ICT

The Role of the Teacher

Teachers have an important role to play in the management of learning resources, not only in their classrooms, but also in the entire school. Teacher responsibilities may include:

- providing recommendations for the purchase of learning resources
- participating on the school learning resource committee
- modelling the use of learning resources for other staff and students
- ensuring the availability of necessary hardware and equipment by communicating these needs for inclusion in the school and district technology plans
- familiarizing themselves with the operation of information technologies
- promoting the integration of ICT

STEP 3

Conduct a Needs Assessment

Learning resource selection should be viewed as an ongoing process that requires determination of needs and long-term planning to reach the goals that are set.

Before considering new resources for acquisition, committees will need to know what resources are currently available in the district. It may be necessary to review these for suitability in light of any curriculum revisions. Committees might also consider:

- whether existing resources adequately support the particular learning outcomes that teachers are addressing in the classroom
- the individual learning styles and abilities of their students
- the needs of individual students, some of whom may learn better from one medium than another
- how particular teaching styles facilitate a chosen learning resource
- the advantages of various types of media

It is important to survey teachers to determine priorities in terms of pedagogy, format, and so on. Available hardware and technology will also need to be taken into consideration to ensure that the necessary equipment is available. This is particularly important when considering digital resources for non-European languages. District technology plans should provide for a base level of equipment in all schools, and be integrated into the LRIP.

Once priorities are established, the actual process of evaluation and selection can begin.

STEP 4

Establish the Criteria for Local Evaluation

In order for resources to be evaluated at the provincial level, they must be eligible for inclusion in a grade collection. This means they must meet all provincial evaluation criteria and be either a "breadth" resource which covers a significant portion of the learning outcomes for a grade or course, or a "depth" resource that addresses a narrow range of learning outcomes.

Resources that are more appropriate for local decision making include those that have a narrower curricular or regional focus. This allows for consideration of local demographics and individual school and classroom needs. Teacher-nominated resources, supplementary materials, novels, storybooks, plays, and websites are also evaluated at the local level.

Districts are required to set criteria to evaluate and select learning resources at the local level. The criteria should consider the curriculum, as well as the content, instructional design, intended audience, media format, technical design, and social considerations. See Section One for criteria and considerations used in the provincial evaluation of learning resources. Districts are welcome to use these provincial criteria or revise them to meet local needs.

Districts can also adapt criteria from other sources, including:

- ministry guidelines for novels, storybooks, plays, and website evaluation
  (see following pages)
- criteria developed by other districts or district consortia
  (i.e., several districts jointly developing criteria for specific projects)
- Western Canadian Protocol evaluation forms (see Appendix H for the WCP website address)

STEP 4 Establish the Criteria for Local Evaluation

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- ministry guidelines for novels, storybooks, plays, and website evaluation
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- Western Canadian Protocol evaluation forms (see Appendix H for the WCP website address)

Considerations for Evaluating and Selecting Novels, Storybooks, Plays, and Websites

Local approval is required for use of any resource which is not provincially recommended. As the ministry does not evaluate novels, storybooks, plays, and websites, the following considerations are provided to assist districts in establishing criteria for evaluation and selection. In addition, see Appendix C for a sample district novel evaluation form and Appendix D for a sample district novel selection process.

Novels, Storybooks, and Plays

As part of their Language Arts programs, students should use a variety of print and non-print media, and experience a balance among informational, technical, and literary works. The literary component should include a variety of genres including novels, plays, poetry, and short stories. Students need to experience high-quality literature that will stimulate the imagination and develop an appreciation of cultural diversity, cultural heritage, genres, and the historical development of literature. Students should be encouraged to develop their reading skills and strategies, and to become confident and competent readers. As well, students should be supported in developing a love of books, and in reading for pleasure and information beyond the curriculum. Opportunities for student choice of material and approach should be provided, including the use of various media to read and respond to literature.

Reading materials should be appropriate for the grade level, readable and accessible, yet challenging in terms of ideas, themes, language, and opportunities for critical thinking. School-based and district-based planning will ensure that students experience a comprehensive, varied, and engaging literature program both across grade levels and within each school year. This collaborative approach to planning will ensure that students do not read, in an instructional setting, the same book more than once and that they are exposed to a variety of literature.

General Considerations for Selecting Novels, Storybooks, and Plays

The following checklist includes the main considerations for selecting novels, storybooks, and plays for the classroom, although it is not an exhaustive list.

Content

- ❒ materials support curriculum outcomes
- ❒ works are from a variety of British Columbian, Canadian, and international writers and producers
- ❒ balance of classical and contemporary works
- ❒ relevance to students' lives and interests
- ❒ balanced portrayal of differing points of view
- ❒ accuracy of factual or historical information

Audience

- ❒ intended use, whether individual, group, or whole class reading
- ❒ considerations for students with special needs and ESL students
- ❒ variety of reading levels and language abilities
- ❒ age and grade appropriateness
- ❒ linguistic level, according to instructional program (e.g., for French resources: *Programme francophone*, Early French Immersion, Late French Immersion, Core French)
- ❒ works that appeal to male and female students

Social Considerations

- ❒ respect for classroom, school, and community culture and sensitivities
- ❒ culturally authentic material which avoids cultural appropriation
- ❒ respect for Aboriginal people and perspectives
- ❒ respect for multiculturalism
- ❒ respect for gender equity
- ❒ sensitive portrayal of controversial topics
- ❒ consideration of health, safety, and legal issues
- ❒ appropriate use of language and terminology

Technical Design

- ❒ availability of teacher support materials
- ❒ quality and durability of paper, binding, and cover
- ❒ legibility of print, visuals, and layout
- ❒ aesthetic quality of print, visuals, cover, and layout

Websites

The Internet provides students and teachers with the ability to access large amounts of information quickly and easily. Turning this information into a valuable learning resource requires organization, planning, and careful selection of material.

- Teachers should select websites that are appropriate to the needs of their students and that support the objectives of the curriculum.
- Students should be encouraged to develop skills and strategies to become confident and competent users of the Internet.
- Selected websites will need to be revisited regularly to ensure that the content and/or the URL has not changed.

School-based planning will ensure that students experience a comprehensive, varied, and engaging program. Consultation with resource teachers, such as teacher-librarians and technology coordinators, will provide information on how best to provide access for students. Sites should be appropriate for the grade level and language of instruction while being readable and accessible. The school's technology resources will have an impact on what type of sites are of practical use. Teachers must also ensure students are aware of school district policies on Internet and computer use.

While the following considerations are generally intended for the selection of websites, they are also relevant in the selection of other digital resources such as CD-ROMs and interactive media.

Use of the Internet should be considered as part of the overall educational environment that will also include print, pictures, videos, film, and other non-digital resources.

General Considerations for Selecting Websites

The following checklist includes the main considerations for selecting websites, although it is not an exhaustive list.

Reliability/Validity Considerations

- ❒ clearly indicate author, contact information, latest revisions/ updates, and copyright information
- ❒ distinguish between internal links to other parts of the resource and external links that access other resources
- ❒ reflect an author, designer, or publisher with a credible reputation
- ❒ where any information is collected, the site has a stated privacy policy

Content Considerations

- ❒ support curriculum outcomes
- ❒ include, where appropriate, works of BC and Canadian producers
- ❒ have relevance to students' lives and interests
- ❒ include adequate information to judge the accuracy of factual or historical information
- ❒ present information logically
- ❒ present information of sufficient scope and depth to cover the topic adequately for the intended audience
- ❒ model correct use of grammar, spelling, and sentence structure

Audience Considerations

- ❒ promote individual or group interaction as appropriate
- ❒ provide for a variety of reading levels, language abilities, and multilingual capabilities, as appropriate
- ❒ provide content that is appropriate for the intended age, grade level, classroom demographics
- ❒ present information in a manner that stimulates imagination and curiosity
- ❒ provide interaction that is compatible with the physical and intellectual maturity of the intended audience

Social Considerations

- ❒ ensure material is appropriate in terms of:
  - gender equity/role portrayal of the sexes
  - portrayal of sexual orientation
  - references to belief systems
  - age portrayals
  - socio-economic references
  - political issues bias
  - regional bias
  - multiculturalism and anti-racism content
  - Aboriginal culture/roles
  - portrayal of special needs
  - ethical/legal issues
  - language use
  - portrayal of violence
  - safety standards compliance
- ❒ if applicable, ensure product advertising is not intrusive
- ❒ present information in an objective, balanced way

STEP 5 Determine a District Approval Process

Steps to consider:

1. Identify committee members for evaluation
   - district personnel at the management level
   - district resource centre coordinator
   - curriculum consultants including student support services personnel
   - administration officers
   - teachers (school representatives, elementary/secondary)
   - teachers who have participated on ministry evaluation teams
   - technology representative
   - *Programme francophone* and/or French Immersion representative
   - Parent Advisory Council (PAC) representative
   - student representative
   - secretarial services/clerical support
2. Establish district evaluation criteria and develop district forms and rating scales from the criteria chosen. (Appendix C contains a sample generic district evaluation form.)
3. In-service the committee on using the evaluation criteria and rating scales in order to ensure consistency of results
   - identify areas needing clarification
   - confirm validity of rating scales
   - ensure committee understands criteria (this is what X looks like)
   - develop a reference set of examples showing excellent and poorly designed resources

4. Identify resources to be evaluated
   - consider results of the needs assessment
   - consider provincial grade collections
   - confirm that provincially recommended resources do not require additional local approval
   - collect suggestions from teachers and teacher-librarians
   - collect suggestions from professional journals, publishers, and print and website reviews
   - review catalogues
   - consider publisher presentations
   - try to identify all possible sources of similar resources to ensure fairness

5. Conduct in-depth evaluations
   - consider release time, number of meetings, location, refreshments, equipment required (i.e., VCRs, computers)
   - host publisher presentations
   - use sample sets whenever possible
   - contact other districts for input regarding the resources
   - consider all aspects of the resource
   - consider target audiences

6. Pilot the "shortlisted" resources
   - establish key schools at appropriate levels
   - limit choices to one or two programs
   - pilot in at least two sites (key schools)
   - ensure that teachers piloting the resources recognize that the resource may or may not be selected
   - include as wide a variety of activities as possible in the pilot, including assessment and adaptability to students with special needs
   - establish workable timeframe (it may not be necessary to pilot the entire resource for the whole school year)
   - implement formal report-back evaluations of one or more units of the programs

STEP 6

Select the Resources

The selection process can begin once the committee has completed a thorough needs analysis, established priorities, and identified the budget. Resources can be selected either from the ministry's recommended resources or from the district evaluated and shortlisted materials. Ideally, there will have been an opportunity to examine actual materials or view websites and online databases first-hand, followed by an opportunity to pilot resources in a classroom setting.

In finalizing options for purchase, the committee needs to consider:

- full cost analysis
- negotiating discounts or incentives with publishers and distributors where possible
- negotiating in-service support with publishers and distributors
- communicating results to the district

Once decisions regarding selection are made, the main goal is to acquire the learning resources and to make them available as quickly and efficiently as possible.

STEP 7

Challenge Procedure for Locally Selected Resources

Challenges concerning locally selected resources are dealt with at the local level.

It is the responsibility of the district to have in place, as part of its district learning resources policy and procedures, a process for dealing with challenges concerning library materials and other locally selected learning resources (see Appendix B for sample district learning resource challenge and reconsideration policies).

Points to consider in developing a challenge procedure include:

- terms of reference for the challenge committee
- a timely process
- development of request for reconsideration (challenge) forms
- method of record-keeping

It is preferable to resolve challenges informally at the school level. However, if the school cannot resolve the issue, the challenge will either be dealt with at the district level for locally approved resources, or at the ministry level for provincially recommended resources.

STEP 8

Management of Learning Resources

Learning resources management at the school and district levels requires planning, organization, adequate staffing, technology, and a professional commitment to supporting the principles of resource-based teaching and learning.

If these factors are not addressed in the initial decisions about learning resources management, resources may not be used to their full potential.

Thoughtful and skilled management is necessary in order to maximize the initial investment in learning resources. It is essential that those responsible for the management of learning resources involve as many people as possible in the decision-making process. Some of the people who are key to these decisions are:

- district resource centre coordinator or learning resource manager
- teacher-librarian or school-based resource coordinator
- district or school-based library technicians or clerks
- curriculum consultants
- representative classroom teachers
- administrative officers
- technology consultant
- parents and students (when their contributions are considered appropriate)

Learning resources management is an ongoing process that will vary from school to school and district to district. The guidelines that follow are classified under four headings:

- acquisition
  - budgeting
  - purchasing
  - prebinding and rebinding
- organization and maintenance
  - cataloguing and processing
  - accessing; intellectual, physical, digital
  - assessing
- circulation
  - automation
  - security
- promotion

Acquisition

Budgeting

The funding cycle for the acquisition of learning resources begins at the provincial level. These funds are allocated to districts (budgets, grants, trust accounts) and then from the district to the schools (operating and trust accounts). A thorough understanding of each of these funding structures will facilitate budgetary planning.

Various decision-making models are used in the province. These range from site-based management to varying levels of centralization. Budget building can be accomplished through the use of a number of different systems including zero-based budgeting, line-item budgeting, performance budgeting, etc. The purpose of the budgetary process is to determine unsatisfied needs, to devise strategies for meeting those needs, and to provide fiscal and program accountability.

When developing a budget to support the acquisition of learning resources, school districts may wish to:

- budget for the purchase of learning resources that support the implementation of the K-12 curriculum, with special attention to the resources listed in the IRPs
- budget for the purchase of newer learning resource formats and information technologies for preview
- budget for the purchase of expensive items, unusual items, and/or other curriculum-related items for loan to schools
- set priorities based on the curricular needs of all students and teachers
- develop per pupil/per school allocations or other processes for providing funding fairly and equitably
- make projections of future learning resource needs and build long- and short-term budgets to support the acquisition of those resources
- use a consultative process to develop a comprehensive budget for the purchase of learning resources
- evaluate the impact of previous budget decisions
- be aware of ministry, district, and school policies and procedures in the area of learning resources funding
- coordinate the budgeting process with the selection process
- support the principle of resource-based learning by planning for the purchase of a wide variety of learning resource formats
- consult with the accounting departments to establish trust funds for any schools who wish to budget for expensive items such as Dewey Decimal Classification

Purchasing

The main goal of the purchasing function is to acquire learning resources and to make them available as quickly and efficiently as possible. Purchasing procedures will vary from district to district. Some districts will require competitive formal bidding, while others will allow more autonomy in the choice of vendor. District philosophy in relation to centralized and decentralized services will also have an impact on the purchasing of learning resources.

When purchasing learning resources, districts may wish to:

- create a timeline for a yearly purchasing cycle and monitor the timeline frequently (consider the benefits of summer ordering)
- be aware of policies and procedures for the requisitioning and purchasing of learning resources (e.g., fiscal year carryover)
- be aware of costs associated with donations (i.e., cataloguing, processing, repair, storage)
- work closely with the purchasing agent and budget secretaries
- consult with the district resource manager to coordinate learning resource purchases between the school and the district resource centre
- balance the benefits of purchasing locally against the disadvantages (e.g., lower discounts, unavailability of cataloguing)
- determine, in the case of online databases, whether single station, multiple station, site, or district licences are the most cost-effective given predicted use of the resource
- know where to find current publishing information (e.g., publishers' catalogues, Books in Print, Canadian Books in Print, Canadian Publishers' Directory, BCALMER directory (see contact information in Appendix I)
- use cost-effective ways to acquire learning resources, such as using a tendering process, bulk purchasing, negotiating site licences, centralized purchasing, identifying and using jobbers, negotiating public performance rights
- support efficiencies in ordering (e.g., using a jobber, bulk ordering, automated acquisition programs, setting limits on the size and number of small orders, using International Standard Book Numbers [ISBN], consortium purchasing with other schools, the district resource centre, other districts, and/or the Ministry of Education, etc.)
- develop efficient systems for receiving materials
- establish a time limit for the receipt of outstanding orders

- use "do not exceed" on purchase orders to control over-expenditure
- purchase all formats of learning resources fully catalogued with MARC records and processed to district specifications (when possible)
- maintain accurate and current records
- decide which learning resources will be physically located at the school and which will be accessed through a district resource centre

Rebinding and Prebinding

Rebinding makes it possible to extend the life of a book, providing a cost savings for schools. Prebinding is another cost-saving measure. Soft-covered books, when they are newly purchased, can be prebound with a hard cover, which prolongs their usefulness and justifies the initial cost.

The rebinding process could be coordinated at the district level, and the material collected from schools during a specified period. Although books are usually submitted for rebinding in June for return prior to school opening, rebinding can also occur during the school year when the binderies are not as busy. (See Appendix I for contact information on rebinders.)

Organization and Maintenance

Cataloguing and Processing

In order to organize and group learning resources into disciplines, cataloguing systems have been developed that meet standard library protocol. The Dewey Decimal Classification System is the accepted and familiar system for classifying learning resources. The following partial list of references provides guidance for cataloguing learning resources. It is important that the most recent editions of these be available to keep library collections current.

Check with a local or university bookstore or publisher's website for the current edition of these publications.

Anglo-American Cataloguing Rules
Published jointly by the CLA (Canadian Library Association), ALA (American Library Association) and LA (Library Association - UK)
and/or
Règles de catalogage anglo-américaines
Published by ASTED Inc. (Montréal)

Dewey Decimal Classification System (Abridged)
Published by OCLC Forest Press
and/or
Classification décimale de Dewey
Published by ASTED Inc. (Montréal)

Library of Congress Subject Headings
Published by Marcel Dekker Inc.

MARC Bibliographic Format Guide
Published by The Follet Software Company

Sears List of Subject Headings
Published by H.W. Wilson
and/or
Vedettes-matière jeunesse
Published by Services documentaires multimédia (Montréal)

Sears List of Subject Headings: Canadian Companion
Published by H.W. Wilson

The creation of original cataloguing records is expensive in terms of time and expertise. Wherever possible, districts may wish to purchase MARC records from jobbers, publishers, or from commercial cataloguing sources. Another option is to download MARC records from a number of free databases, including the Library of Congress. School databases needs constant work to keep them current and useful to library clientele (e.g., deleting, upgrading old records, keeping up with changes in Dewey and Sears).

All learning resources, including non-print resources, require cataloguing, although there are many (e.g., textbooks) that may not need full cataloguing. The following information can be included on a centrally located database or automated library system for all learning resources. All cataloguing in automated libraries should follow MARC format and contain full copy information. (Using ISBO format from AACR2 if schools are not yet automated will make the transfer to MARC easier.) Location in the school or

district resource centre, public performance rights status and expiry dates, licensing agreements, whether it is provincially recommended or locally approved, should also be included for every resource.

Access considerations include:

- maintaining a union catalogue which will allow access to all previously stored records for consistent cataloguing and the sharing of records and learning resources among schools
- considering central cataloguing and processing when appropriate (e.g., videos, bulk purchases)

Prior to circulation, all learning resources must be processed in order to identify, track, and protect them. The amount of processing needed will vary according to the type of material and where and how it will be used. Processing may include any or all of the following:

- identification of the school/library to which the resource belongs
- accession number (not necessary if automated), barcode label, and/or Dewey Decimal Number to identify the individual copy of the resource
- a unique shelf number or Dewey Decimal Number to indicate location for shelving
- barcodes to record title and borrower's information
- taping of spine and/or inside cover of book and lamination of book jackets
- stencilling and/or etching identification on hardware for security
- security strips in resources where a security system exists
- making backup copies where permitted

Accessing

All learning resources in a school or district are important components in the school/district educational program. When deciding where and how learning resources should be organized, located, and stored, those involved in these decisions must ensure that the resources are easily accessible by staff and students. The format, cost, and number of learning resources, as well as the personnel and facilities available, will be factors in these decisions.

Intellectual Access

With the changes in the K-12 Education Program and the increased emphasis on information literacy, it is important to consider what

might impede the free flow of information and access to learning resources. Schools and school districts have the responsibility to balance the information needs of staff and students with the need to provide materials that are appropriate to the age/maturity level of the students and are generally acceptable to the community at large.

A number of issues should be considered when making decisions about access to learning resources:

- age or grade level restrictions on the use of resources
- restrictions on the number, type, and format of resources
- loan periods
- time available to access resources (e.g., before, during, and after school, in the evening, on weekends, in the summer)
- establishment of closed collections or restricted shelves
- use of fees for information in specific formats (e.g., computer printouts, photocopying)
- policies and procedures that restrict or discourage the use of learning resources
- violation of Freedom of Information and Protection of Privacy guidelines
- students' rights to information in relation to parental or teacher permission or lack thereof
- training in skills needed to access all information formats
- restriction on home use of certain learning resource formats
- barriers to information access due to social, economic, cultural, or personal factors

Physical Access

Reasonable access does not assume that all learning resources must be located in close proximity to users (i.e., in a classroom). It is often advantageous to centralize some materials in the school's library resource centre or in the district resource centre, especially if these locations have efficient processes for circulating material to staff and students.

When deciding where to locate learning resources, consider the following:

- making practical decisions that support student/teacher access
- determining the best location based on the ability to share materials, cost of material, proximity, etc.
- possibility of extended hours in the library resource centre and district resource centre, e.g., at exam time
- using an automated library system at the school and district levels so that all learning resources can be easily located

- planning for the efficient use of space and equipment
- providing appropriate security for learning resources
- identifying staff who will be responsible for the management of the learning resources in all locations
- allowing students and teachers access to all types and formats of learning resources that are needed to meet the learning outcomes as outlined in the IRPs
- providing appropriate storage areas and shelving in several locations in the school
- providing facilities and equipment for viewing and listening
- considering intershelving the library resource centre collection (i.e., hard and softcover materials; audiovisual resources) for ease of access and to meet individual students' learning styles
- providing facilities and equipment for previewing all learning resource formats

Digital Access

The incorporation of any of the current or emerging information technologies into educational programs should be based on the ability of the technologies to assist students in meeting learning outcomes or to facilitate learning resource management.

Access can be supported by:

- providing online access in all schools and at the district resource centre
- providing technical support for the use of digital resources in languages other than English (e.g., French, Mandarin Chinese, Japanese, German, Spanish, Punjabi)
- assisting with training and policy development related to new technology and online resources
- identifying useful sources of curriculum material in digital format
- organizing site licences for access to relevant online services and databases (e.g., periodical databases)
- ensuring that an adequate number of workstations are available for student and teacher use in accessing online databases and the Internet (note that up to 20% of learning resources funding may be used for the purchase of computer hardware)
- encouraging access to digital resources during the school day as well as before and after school for all staff and students
- developing policies and procedures that ensure students' equitable and responsible access to digital resources
- developing a district database of learning resources that encourages sharing
- providing for distance learning or "anywhere, anytime learning"

Analyzing the Collection

All learning resource collections in a central district facility or in a school should be assessed on a regular basis to ensure relevancy, accuracy, and condition. If the collection has not been assessed regularly, it is particularly vital to carry out the process before selection decisions are made.

Assessing a learning resource collection should involve the following:

A. Analysis (curriculum fit of the resources)
B. Inventory (to generate an accurate count and to register lost items)
C. Weeding (removal of dated, damaged, and inappropriate material)

An effective analysis of the collection will help to provide a high-quality collection that supports resource-based learning, and is useful and important to students and teachers in terms of curriculum relevancy, breadth, depth, formats, and appeal. The analysis can be accomplished by:

- identifying strengths and weaknesses in the collection
- generating data relating to the utilization of resources in curricular areas (IRP match), at grade levels, and in specific formats by involving a cross-section of users
- guiding purchasing decisions
- identifying the appropriateness of various media in conjunction with district and school technology plans and the availability of appropriate hardware and equipment
- identifying resources that support cultural diversity, Canadian content, and intellectual freedom

A. Analysis

The following methods can be useful in analyzing a collection. Each has strengths and weaknesses that must be considered; as well, the amount of time involved, staffing, and purpose must be taken into account. A textbook management system, which may be part of or an addition to the library's automated management system, can be a cost-effective tool in the collection of statistics and analysis of the school's collection of learning resources.

1. **Collection Mapping**
   This involves analyzing the collection in three ways:
   i. as a base collection that serves a wide variety of interests and needs
   ii. as a collection that has large segments which serve broad curricular areas over and above the base collection, e.g., Canadian History, Botany, English Literature
   iii. as a collection that serves particular units of study (e.g., the Riel Rebellion, Conifers, Shakespeare)

2. **Checking the collection against IRPs, provincially recommended resources, and other district/school collections**
   District collections can be checked against school collections, school and district collections against ministry grade collections, etc. The ministry list of recommended resources is updated regularly on the ministry website.

3. **Checking the collection against other lists**
   The collection can be checked against lists from other schools (curricular areas, subject lists), lists in reference works, etc., and by reviewing journals, lists of prizewinning books and software, etc.

4. **Direct examination of the collection**
   This is a "hands-on" examination conducted by teacher-librarians or subject-specialist teachers that can identify gaps in the collection and the condition of specific items.

5. **Compilation of statistics**
   Statistics can be collected about:
   - the number of items in the collection
   - the number of items in various formats
   - the number of items in specific subject areas
   - the number of items added annually, expenditures by format and subject, etc.
   - the number of items deleted annually
   - circulation
   - age of the collection and of specific subject areas
   - dollar value of the collection

6. **User opinion**
   Surveys, questionnaires, interviews, or other instruments can be utilized to solicit verbal or written responses from users either formally or informally. This can identify perceived strengths and weaknesses of the collection.

B. Inventory

An inventory will:

- indicate missing, lost, or damaged items
- identify learning resources in need of replacement
- indicate gaps in the collection

An inventory can be conducted at any time of year through procedures inherent in the use of an automated library system. It is essential that the library be kept open throughout the inventory in order not to disrupt student and teacher use. The following steps are involved:

- establishing district/school policies and procedures regarding inventories, weeding, and lost or missing materials
- establishing how often an inventory needs to be done (automated systems may allow for inventory every second year)
- concentrating on areas or materials that are heavily used
- conducting the inventory in sections during the school year, in order to avoid closing the collection
- recording lost and missing resources, as well as any that need replacement or repair
- establishing a routine for removal from the database of the MARC record for missing items

Centralized purchase and housing of Personal Handheld Devices means a whole district can share them.

C. Weeding

Learning resource collections should be regularly weeded in order to maintain the value and relevancy of materials, and to ensure that space and equipment are used effectively and efficiently. Informed personnel (teacher-librarians, teachers, etc.) need to make decisions on material on an item-by-item basis, using the following criteria as a guide:

- Is the resource relevant to the instructional programs (grade level, IRP match) and easy to access? Has the title been withdrawn by the ministry?
- Is the information still current? Is there a newer edition available?
- Is the material free of condescension, stereotyping, patronization, or bias?
- Is the item still in good physical condition?
- Has the item circulated in the past year/two years/three years?
- Are more suitable media formats available?

- Can the item be easily accessed through a public library or agency?
- Is there a copyright violation? (e.g., expired public performance rights on videos, illegal photocopies, pirated software)
- Should the item be retained as it provides a good historical example of bias, stereotyping, racism, etc.?
- Should the item be retained as archival material and identified accordingly?
- Should the item be retained as it is locally developed material with historical significance?
- Has the automated system been used effectively to print the average age (i.e., copyright) of sections of the library, particularly science and technology? (Some systems will print the average age of any Dewey section and this is helpful with weeding. It is also "printed evidence" that an item is out of date.)

Districts may wish to develop regulations or policies to deal with the disposal of weeded learning resources. Options include donations to agencies (being mindful of stereotypes, racism, etc. which may preclude this use), recycling, and shredding.

Community sensibilities regarding the disposal of resources which some might consider useful should be kept in mind and discretion must be applied.

Circulation

When circulating learning resources, the circulation process must be well organized and efficient so as to meet the needs of all teachers and students. Circulation considerations include:

- supplying learning resources for classroom use for extended loan periods
- providing a process for placing material "on reserve," even in elementary schools
- borrowing other materials through interlibrary loans
- providing flexibility in loan periods and number of items borrowed
- encouraging access to and the use of learning resources in all formats
- developing policies and procedures for circulation, overdues, lost and damaged material
- ensuring that the schedule of courier deliveries is convenient for schools and that the district media booking system accommodates courier deliveries

- facilitating drop-ins (i.e., teachers who need material immediately)
- organizing learning resources at district centres so that they are accessible to teachers who visit
- providing a variety of options for booking learning resources (e.g., telephone, courier, fax, e-mail, web, Online Patron Access [OPAC])
- effective use of automated systems' ability to print bibliographies on demand

Purchasing an Automated Library System

The objective when planning for the acquisition of an automated library system is to maximize the availability of information and learning resources for students and teachers and to minimize time spent in learning resource management. An automated library system can enhance the teaching/learning process by providing access to a multiplicity of learning resources. As well, it provides a vehicle for information literacy through the processes of accessing, retrieving, processing, evaluating, and manipulating information.

Once the decision has been made to purchase an automated library system, factors that can affect the decision include:

- availability of funding
- size and nature of the collection
- existence of accurate records for the present learning resource collection
- number and skill level of staff
- time available for the project
- amount and kind of technology available
- support for the project
- personal contact with the company representatives

Considerations Prior to Automating

- consider the advantages of purchasing one system for the whole district
- read available current literature
- consider ministry recommendations around the selection of a system
- visit sites and/or user groups
- share information with all interested staff
- provide leadership in research on automated library systems
- determine hardware requirements based on software needs
- consider implications on the facility including electrical, lighting, cabling, telephone, and future requirements

- consider peripheral requirements including barcode reader, printers, modems, fax, etc.
- consider furniture and/or millwork requirements
- consider computer platform and network requirements
- consider ergonomic requirements
- consider the requirements for the retrospective conversion of existing records, including whether the system does this
- include purchase of automated library system in the school and/or district technology plan
- support implementation of automated library systems at the school and district levels
- prioritize the automation of schools in the district by common agreement
- develop policies and procedures in the area of library automation and learning resource collection automation
- plan for time and staff to select, install, train, use, and maintain the automated library system
- select software using a collaborative approach; try to meet all identified needs
- plan to catalogue and inventory all learning resources in the school on the library automation system
- plan for the development of a union catalogue of all learning resources in the district

Practical Considerations When Selecting an Automated Library System

- deal with reputable firms
- check that the firm employs a varied staff that includes educators (i.e., teacher-librarians), expert cataloguers, and MARC cataloguers, as well as technical expertise
- contact other customers and ask detailed questions
- be aware that database transferability is an important consideration, therefore select a program that meets current standards (i.e., full MARC)
- remember that simplicity and clarity of screen displays are important to users. If students are using screen display, ensure that graphic interface is appropriate
- consider sending records to a commercial cataloguing vendor for retrospective conversion
- have all costs itemized by the vendor; consider upfront costs, training, maintenance, taxes, installation, updates, technical support, etc.
- inquire as to future upgrades and developments

- be aware of what training and support will be provided for the first year and for subsequent years
- refer to the list of ministry recommended library automation systems and/or the criteria that were used in selecting them

Library Security Systems

With the growing demand for learning resources and the increased costs involved in purchasing them, school library resource centres may wish to consider the purchase of a library security system. This system can pay for itself in just a few years through savings in the replacement of lost material. It also provides some guarantee that material can be accounted for and, therefore, the material will be more available to teachers and students.

A library security system:

- improves access as learning resources can be located openly in the library resource centre and circulated more freely
- reduces lost material significantly (up to 90%)
- saves costs of lost material plus costs of reordering, cataloguing, processing, etc. and allows budget to be spent on new material, not the replacement of lost material
- prevents material from "disappearing" during those periods when it is needed
- allows staff to focus attention on positive interactions with students rather than monitoring for the possibility of theft
- increases circulation as more of the collection is available for loan

When considering the purchase of a library security system, be aware of:

- the need for accurate loss statistics and whether these justify the purchase of a system
- procedures and policies that may provide open access and adequate security without a security system
- ways in which the system can be bypassed
- ability of system to secure all resource formats (i.e., video, computer software)
- ongoing maintenance costs
- problems with locating system near computer terminals
- the cost of the system including installation, security strips, and the time involved in preparing the material (e.g., installing security strips)

- the need for alterations to facilities and electrical outlets to accommodate the system
- staff needed to desensitize material during circulation to students
- traffic patterns of patrons and problems with additional exits

Promotion

In order to ensure that learning resources that have been selected and acquired by districts and schools are fully utilized by students and teachers, it is vital that key personnel promote the availability, location, and curricular relevance of the resources. This can be accomplished through such activities as:

- involvement in district and school learning resource committees and curriculum advisory teams
- presentations at school board meetings, district executive-level meetings, staff meetings, department meetings, grade level meetings, parents' meetings, etc.
- promotion of reading, media literacy, technological literacy, and information literacy
- provision of in-service sessions on topics such as learning resource evaluation and management, web searching techniques, library automation programs, effective uses of various media, etc.
- in-service and support in the use of audiovisual equipment
- in-service and support in the district evaluation and selection of online databases
- production and distribution of pamphlets, newsletters, posters, etc.
- advertisement of central facilities, school facilities, and new resources
- production and distribution of curricular-area bibliographies and lists
- production and distribution of up-to-date catalogues, either in print or online
- displays for district staff, school staff, and students
- contact with publishers and displays of new material
- contact with ministry personnel, other districts, consultants, etc. to establish successful and cost-effective ways of managing learning resources

Appendices

APPENDIX A

Challenge of Provincially Recommended Resources

A1 EDUCATIONAL RESOURCES ADVISORY COMMITTEE Terms of Reference

Purpose

The Educational Resources Advisory Committee's main function is to examine "recommended" resources that have been challenged and make recommendations to the Ministry of Education concerning the continued use of these materials.

Composition

The committee will be composed of representatives of the BC School Trustees Association, the BC Federation of Parent Advisory Councils, the BC Teachers' Federation, the BC Principals' and Vice-Principals' Association, the BC School Superintendents' Association, and the Ministry of Education. Other members may be added as required. The committee will be chaired by a manager of the Curriculum Branch. This committee will be struck immediately upon receipt of a formal inquiry into the suitability of a resource. Committee appointments will remain in effect for one year.

Procedures

Complaints

Complaints will be acknowledged and the complainant will be sent the form "Inquiry Into Suitability of a Learning Resource." If the complainant wishes the resource to be reviewed by the committee, the chairperson will provide committee members with copies of the complaint and, if required, copies of the resource. In some instances where provision of material to each member is impractical (e.g., a major series), a copy of the material will be made available at the meeting of the committee.

Meetings

The committee meets as required to address challenges received.

Reports

The committee's recommendations will be recorded and conveyed to the appropriate people, including the complainant, ministry personnel, and the field if appropriate.

Withdrawal of Learning Resources

In the event that the ministry decides that a resource should be withdrawn, schools will be informed and the learning resource will have it's provincially recommended status cancelled.

A2 INQUIRY INTO SUITABILITY of a LEARNING RESOURCE

Title of Resource: _____

Context of Usage: Classroom Resource _____ Distance Learning Material _____

Other (please specify) _____

Author(s) _____

Publisher/Year _____

Request initiated by _____

Role of Complainant: Teacher _____ Parent _____ Other (please specify) _____

Telephone No. _____

Address: _____

1. To what in the resource(s) do you object? _____

   a) pages _____ Specific Objection: _____

   b) pages _____ Specific Objection: _____

   c) pages _____ Specific Objection: _____

   d) pages _____ Specific Objection: _____

2. What do you think is the theme or purpose of the resource? _____

   _____

3. What effect do you believe this resource would have on your son or daughter? _____

   _____

4. What effect do you believe this resource would have on other students? _____

   _____

5. Have you reviewed the entire resource? _____

   _____

6. In many cases, the impact of a resource will vary according to how it is presented and interpreted in the classroom, and we urge you to discuss this material with the appropriate people. Have you discussed the resource with the:

   teacher? _____ school district staff? _____

   What was their response? _____

7. Have you read reviews of this resource? Yes _____ No _____

   Source of reviews? (attached photocopies if available) _____

   If reviews are available, would you like copies? Yes _____ No _____

8. Additional Comments: _____

   _____

   _____

Signed: _____ Date: _____

APPENDIX B

Sample District Policies and Procedures

B1 MANAGEMENT and SELECTION of LEARNING RESOURCES in a SMALL SCHOOL DISTRICT

from School District #59 (Peace River South)

In SD #59 (Peace River South), we have developed a system which meets the needs of our district efficiently and effectively. District resource centre collections and school collections blend to provide a variety of learning resources in our schools. Curriculum implementation schedules and grade collections guide resources selection and acquisition. Teachers select resources. The district resource centre coordinates all resource acquisition. The Board of Trustees and district staff provide support for a systems approach to the management and selection of learning resources in this district.

In this district:

- District learning resources funds are centrally managed
- Resource acquisitions are approved by a district learning resources committee
- Learning resources requests are approved by school learning resources committees
- Teachers select resources for acquisition
- Resources are inventoried and circulated with a library automation system
- Resources are located in schools and in the district resource centre
- The district resource centre facilitates resource acquisition and accessibility
- We have accomplished the provision of a wide variety of learning resources in a variety of media formats for all teachers and students
- We are investigating web-based Union Catalogue for district resource centre and school collections

- **District learning resources funds are centrally managed.**
  A district staff member is the overall supervisor of the learning resources fund. The district resource centre librarian is the manager of the fund and reports regularly to the supervisor.

- **Resource acquisitions are approved by a district learning resources committee.**
  The district learning resources committee represents all geographic and teaching levels in our district. They are primary, intermediate, rural, secondary humanities and secondary math/sciences teachers, teacher-librarians and administrative officers. Most represent several constituencies, e.g., a primary teacher is also a rural teacher, a teacher-librarian is also a secondary humanities specialist, a learning assistance teacher is also a multiculturalism specialist.

  There is at least one meeting a year. At other times communication is by e-mail. The committee has developed acquisition request procedures.

  The committee is chaired by the resource centre librarian who reports to the district staff supervisor.

The district resource centre librarian facilitates the process for schools to request acquisitions, either from central funds or school-based allocated funds with DRC procedures.

The DRC librarian makes recommendations regarding the priorities for the school year, and reports to the committee at least once annually.

Acquisition of learning resources priorities are determined by:
1. Curriculum implementation schedules
2. Grade collections for IRPs
3. Locally developed course needs
4. Replacement of resources, including rebinding
5. Teachers' professional judgment

- **Learning resources requests are approved by school learning resources committees.**
  Each school has a learning resources committee, in most cases chaired by the teacher-librarian or, in rural schools, by the administrative officer. All learning resources requests are considered and approved by this committee and then forwarded to the district resource centre librarian. Requests, to either the centralized fund or the school-based allocation, must indicate:
  1. Curriculum outcomes to be met
  2. Rationale for selecting this resource

- **Teachers select resources for acquisition.**
  Secondary departments examine textbooks identified in grade collections. They determine which titles will be acquired for use in all schools. Textbooks are supplied for all students. Secondary teachers typically determine a single major core program or title for their courses.

  Elementary teachers typically determine a variety of programs and titles. Primary and intermediate titles and quantities are selected with advice from the primary and intermediate change committees when they are active.

- **Resources are inventoried and circulated with a library automation system.**
  All learning resources belong to the district. Schools and students use them. We have two categories of learning resources:
  A. Resources located and circulated in schools
  B. Resources located in the district resource centre and circulated from the DRC

  A. Resources located and circulated in the school.
  These are typically single title resources acquired for unique school needs. They are inventoried and circulated to students or to teachers using the automated library system. They include staples such as atlases and dictionaries in both elementary and secondary, and core textbooks in secondary schools. The semester system, the automation system, and DRC coordination expedite resource sharing among our twenty-eight schools.

  DRC staff coordinate moving textbooks between schools, e.g., copies of a title are needed by school A. School B and/or school C have available copies. DRC staff locate the available copies and redistribute.

B. Resources located in the district resource centre and circulated from the DRC.

1. Some are secondary, most are elementary. All K-7 textbooks are circulated by the DRC. Teachers select from a wide variety of programs.

2. A wide range of novels K-12, identified as recommended resources over the past ten years or so, are stocked in the DRC. Resources are circulated to teachers. In schools they may be circulated to individual students if schools so choose.

3. DRC staff manage resource circulation and inventory. At the end of the school year they go to elementary schools. They check-in and check-out, discard, assign for rebind and exchange titles depending on new staff and new teacher needs. Thematic unit types of resources not required to be in classrooms for the length of the school year are circulated from the DRC.

   Example A: Science, Social Studies, or French as a Second Language K-7 thematic programs. DRC stocks three class sets of all titles. Teachers book class sets for when they are needed. Additional sets are acquired based on demand. Teachers use them, and return them for
   re-circulation.

   Example B: Math resources K-7. Titles, in class sets selected from grade collections lists, are available to all teachers. Other titles, which continue to meet teacher needs for the math curriculum are also circulated. Most are usually booked out for the entire year.

   Example C: A Grade 8 teacher needs three class sets of a particular novel. At the DRC they are booked out to the teacher. The novels are sent to the school library. If schools so desire, item information is added to the school library database. Students may then check out their copies at the school.

- **District resource centre procedures facilitate resource acquisition and accessibility.**
  All purchase orders are initiated in the district resource centre. All shipping and receiving is managed at the DRC. DRC staff combine orders to suppliers.

  In June each year DRC staff circulate acquisition forms (secondary) and order forms (elementary) to ensure that teachers will have required resources for September. In schools, teacher-librarians coordinate the completion and return of forms.

  Rebinding is a high priority. DRC staff manage the rebinding of school and DRC collections.

  All new, rebound, and redistributed textbooks to be located in schools are processed and barcoded at the DRC.

  The district mail and delivery system ensures that people have what they want when they need it.

  Each school has an annual amount allocated for resources to meet unique needs of that school, ranging from $1500 for large schools to $500 for small rural schools. This amount can be rolled over for three years. At the end of three years any unused funds revert to the district fund. Schools send their requests to the DRC librarian for approval.

- **Accomplishments**

  Over time, since learning resources funds were distributed to districts as trust funds, there has been no part of the funds appropriated for management purposes.

  Much of our success is due to support from the Board of Trustees for the district resource centre and to teacher-librarians and rural school administrative officers who took on the role of learning resources coordinators. District resource centre staff have adapted to continuously changing needs in the system. District staff have consistently affirmed the professional autonomy of teachers to select resources to meet the needs of the learner and the curriculum, and to the role of the district resource centre in supplying a variety of resources in a variety of media formats for all teachers and students.

  We operate within our school district vision:
  - Collaborating, outcomes oriented communities of learners
  - Expanded learning opportunities for students
  - Delivery models based on best knowledge and practice

  Our DRC slogan is "Meeting Learner Needs."

  Some of what we have accomplished:
  - Teachers select the resources they need
  - Minimization of costs associated with ordering and handling acquisitions
  - Textbooks in constant and consistent use
  - Textbooks shared in the district
  - Rebinds, rebinds, rebinds
  - Learning resources are available in a variety of media
  - All elementary grade collection titles available in the DRC
  - A wide variety of elementary math, science, social studies, and language arts resources available in the DRC
  - Grade collection titles selected by teachers acquired for secondary courses
  - Novels Grades 3-12 available as class sets
  - Library automation program purchased district wide which has the capability of circulating textbooks
  - Advanced booking system in the automation program used in the DRC
  - Online orders from district web page
  - District licensed software to support infotech/infolit programs
  - All BCLC titles relevant to SD #59 programs purchased
  - School-based learning resources acquired to meet unique school needs
  - Total upgrading of atlases Grades 8-10
  - Total upgrading of dictionaries Grades 4-7
  - Computer lab in a high school to allow ALL students access to infolit resources
  - Computers and display equipment in each high school for math/science
  - Computers purchased for libraries
  - Public performance video licensing purchased for the district

- **Directions for the future:**
  1. Investigate Union Catalog for all resources in the district
  2. Investigate web access to current database

B2 POLICY: RECOMMENDED LEARNING RESOURCES and LIBRARY RESOURCES

from School District #36 (Surrey)

Approved: 1987-04-06
Revised: 1994-05-26

The Board is committed to providing a wide range of learning resources to meet the educational needs of all students in the school district. The sources of those learning resources include, but are not restricted to, the Ministry of Education's recommended learning resources, the school district's recommended learning resources and school libraries/resource centres.

A resident of the community and/or parent and/or guardian and/or student may challenge a resource selected to be used in the school district and the Board shall structure clear procedures to process any and all challenges.

When all procedures identified have been utilized and the challenge has not been resolved the matter will be referred to the Board of School Trustees together with all reports stemming from the procedures.

Regulation: Learning Resource Material and Locally Developed Courses

A. Regulations and Criteria for the Approval of Learning Resources and Locally Developed Courses

I. Procedures

1. Responsibility for selecting and using learning resources in accordance with the criteria approved herein and for presenting any locally developed courses and texts for approval by the Board rests with the Superintendent of Schools and the other professional staff employed by the Board.
2. The Superintendent or his designate and Principals are expected to assume general responsibility for seeing that the approved criteria are known and appropriately applied.
3. In the case of learning material dealing with sensitive and controversial matters, the Board expects that good professional judgement will be exercised and that there will be consultation with others, including parents and other professional colleagues where deemed appropriate.
4. In the case of learning material to which exception is taken, the procedure outlined herein will be followed and, where necessary, a report will be made to the Board which will be responsible for a final decision.

II. Criteria

The following criteria will be used at least informally as a guide, to the extent that each is appropriate to any given learning resource.

1. The learning resource is relevant to the learning outcomes and content of the course or courses.
2. The learning resource is appropriate in terms of the age, maturity and learning needs of the pupils for whom it is intended.

3. The learning resource is appropriate for the particular community in which it will be used.
4. The learning resource is fair, objective, free from bias, propaganda, discrimination and sex-role stereotyping, except where a teaching/learning situation requires illustrative material to develop critical thinking about such issues.
5. The learning resource is readable, interesting and manageable in the teaching/learning situation.
6. The learning resource is well organized, of good quality, and worth using in terms of any costs and time involved.

Challenged Learning Resource Material

If learning resource material is challenged the following procedure should be carried out:

1. The complaint should be received courteously and the complainant invited to complete, in duplicate the Form #36-18.2E - "Request for Reconsideration of Learning Resource Material."
2. Copies of the form should be distributed as follows:
   - One to the principal of the school concerned
   - One to the Deputy Superintendent of Schools
3. The complainant should be invited to meet with the principal of the school concerned.
4. If the matter is still unresolved, it shall be referred to the Deputy Superintendent of Schools.
5. If necessary, arrangements will then be made for the complainant to have a personal interview with the Reviewing Committee, in accordance with Board policy.
6. If the matter is not resolved by the Reviewing Committee, the complainant may make a final appeal to the Board of School Trustees.

B3 LEARNING RESOURCES POLICY MANUAL

from School District #71 (Comox Valley)

Learning Resources

1. The district seeks to provide a wide range of learning resources at varying levels of difficulty with diversity of appeal and the presentation of different points of view to meet the needs of district students.

2. "Learning resources" refers to any person(s) or material, whether acquired or locally produced, with instructional content or function that is used for formal or informal teaching/learning purposes. Learning resources include textbooks; other books; supplementary reading and informational materials; charts; community resource people, agencies, and organizations; dioramas; filmstrips; flash cards; games; globes; kits; computer software applications; maps; microfilms; models; motion pictures; periodicals; pictures; realia; slides; sound recordings; transparencies; and video recordings; as well as access services to telecommunications (Internet).

3. The primary objective of learning resources is to support, enrich, and enhance the implementation of educational programs.

4. It is the responsibility of professional staff to provide students with learning resources that are appropriate to the needs, interests, and abilities of learners.

Learning Resources Selection

1. **Rationale for Learning Resources Selection**

1.1 In selecting resource materials for students and teachers, schools must consider a wide variety of educationally appropriate materials which will provide for a range of teaching and learning styles.

1.2 While resources are selected to support education programs and curricula, it is not intended that specific resources be referenced to specific learning outcomes; rather, it is expected that users will select resources to suit their particular educational needs and audience.

1.3 All usages of materials will involve the teacher as the facilitator of learning as necessary; students may be expected to have some choice in materials selection for specific purposes, such as independent reading or research.

1.4 It is not expected that any single resource will be sufficient to teach a course; rather, a multimedia approach is encouraged which integrates materials from different packages and media.

1.5 A number of selected materials fall into the "cross strand" category and are suitable for use across disciplines in that they allow for a variety of approaches to content or include a variety of different types of content.

1.6 Materials selected will be consistent with the goals and curricula of the Ministry of Education and the Board of School Trustees and will be considerate of the multicultural aspect of today's global village.

1.7 Some materials selected will address controversial issues so that young citizens may have opportunities to develop, under guidance, critical analysis and to make informed decisions.

2. Criteria for the Evaluation of Learning Resources

2.1 Learning resources will:

(a) support and be consistent with the general educational goals of the district and the Ministry of Education, as well as the aims and objectives of individual schools and specific courses;

(b) meet high standards of quality in factual content and presentation;

(c) be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected, including specialized materials to meet the needs of physically or mentally challenged students;

(d) have aesthetic, literary, and/or societal values;

(e) be suitable in physical format and appearance for their intended use;

(f) be developed by competent authors and producers;

(g) be designed to motivate students and staff to examine their own attitudes and behaviours and to comprehend their own duties, responsibilities, rights, and privileges as participating citizens in our society;

(h) be designed to help students gain an awareness of the community in which they live as well as their role within the global community. Additionally, learning resources will be selected that reflect the many important contributions made by both men and women in our civilization; and

(i) be selected for their strengths rather than rejected for their weaknesses.

2.2 Learning resources will be selected that are fair, objective, and free from bias, propaganda, discrimination, and gender stereotyping; however, biased or slanted learning resources may be provided to meet specific curriculum objectives; for example, to recognize propaganda and its purpose in a given context or to balance an argument.

2.3 Judgement and sensitivity must be utilized when selecting learning resources which have a potential to offend any sector of the community. In particular, resources which contain nudity, violence, or vulgar or inappropriate language or have content which could be considered controversial in nature must be carefully previewed by the classroom teacher prior to student viewing. The teacher must determine that all material contained therein is of such educational/ curricular value as to supersede any potential parental concerns.

2.4 No videos rated "R" or "18A" by the Canadian Video Rating System may be shown.

3. **Procedures for Selection of Learning Resources**

3.1 Responsibility for selecting and issuing learning resources in accordance with the criteria approved herein rests with the appropriate educational staff employed by the Board.

3.2 The Superintendent of Schools and school principals have general responsibility for ensuring that the approved criteria are known and appropriately applied.

3.3 Schools are expected to have learning resources committees and to utilize district forms in guiding selection. The school principal, who has statutory authority for the school's instructional program, may exercise a veto in resource selection.

3.4 In selecting learning resources, district and school personnel will evaluate available resources and curriculum needs and will consult reputable professional journals, catalogues, and periodicals. Whenever possible, the actual resource will be examined.

3.5 Gift materials shall be judged by the criteria outlined above and shall be accepted or rejected by those criteria.

3.6 Selection is an ongoing process which includes the removal of materials which are no longer appropriate according to the approved criteria for the selection of learning resources.

Learning Resources Reconsideration

1. Any resident of the Comox Valley School District may formally request reconsideration of learning resources used in the district's educational program.

2. **Request for Reconsideration - School Level**

2.1 The school receiving a complaint regarding a learning resource will try to resolve the issue informally.

2.2 The principal or designate shall explain to the questioner the district's resource selection procedure and criteria.

2.3 The principal and appropriate educational staff will explain the particular place that the reconsidered resource occupies in the education program and its intended educational usefulness.

2.4 If the questioner wishes to file a formal request for reconsideration, they will be provided with a copy of the district's learning resources selection policies (Policy 7016, Learning Resources, and Regulation 7016R1, Learning Resources Selection, as well as this regulation) and a Request for Learning Resources Reconsideration form, which schools may obtain from the Learning Resources Centre.

2.5 The individual filing a formal request for reconsideration must submit the Request for Learning Resources Reconsideration form to the school principal not more than two weeks from the date of the original meeting.

3. Request for Reconsideration - District Level

3.1 The principal of the school will forward, within six working days, the Request for Learning Resources Reconsideration form to the district Vice-Principal - Learning Resources.

3.2 Within one month of receiving a reconsideration, the Learning Resources Advisory Committee will meet to review it. The committee will consist of:

- Superintendent's designate (chair);
- the district Vice-Principal - Learning Resources;
- a teacher/librarian not previously involved;
- two administrative officers not previously involved;
- one Comox Valley Parents' Advisory Council representative not previously involved
- one CDTA representative not previously involved.

3.3 The Learning Resources Advisory Committee will review the reconsidered resource and judge whether it conforms with the principles of resource selection outlined in Board policy and whether the material is appropriate for its intended educational use. Within one month of conducting the review, the committee will submit a recommendation to the Superintendent of Schools for a decision.

3.4 Criteria for Reviewing Resources

3.4.1 Criteria for reviewing a reconsidered learning resource shall include:

(a) examination of the reconsidered resource;

(b) consideration of the concerns outlined by the questioner;

(c) determination of professional acceptance by reading critical reviews of the resource;

(d) consideration of the learning resource as a whole, rather than on passages or sections taken out of context;

(e) relevancy of the learning resource in terms of curricular learning outcomes.

3.4.2 Although it is learning resources which are being reconsidered, the principles of freedom to read, listen, and view must be defended as well.

3.5 Access to reconsidered material shall not be restricted during the reconsideration process.

3.6 A written report will be prepared which will include the procedures followed, minutes of committee meetings, and the rationale for the decision made by the committee.

3.7 The committee's decision and the rationale for it will be discussed with the individual who filed the reconsideration.

APPENDIX **C**

Sample District Learning Resources Evaluation Forms

C1 LEARNING RESOURCES SELECTION EVALUATION FORM (Page 1)

from School District #71 (Comox Valley)

Program Title: _____ Grade Level(s): _____

Series Title: _____

Media Format Print Video Software CD-ROM Copyright Date: _____
Other: _____ Length: _____

Vendor or Publisher: _____

Curriculum Area: _____

Curriculum Match: (Look at curricular outcomes for one grade level and estimate % of match) _____

Content: Introductory ☐ In-depth ☐ General Interest ☐ Other ☐

Content description: _____

_____

_____

Components of the Program (List all parts, i.e., 1 videorecording w TGuide or 6 filmstrips 6 audiocassettes)

_____

_____

Clarity of Message?	Excellent ☐	Good ☐	Fair ☐	Poor ☐
Content Accuracy?	Excellent ☐	Good ☐	Fair ☐	Poor ☐
Content Current?	Excellent ☐	Good ☐	Fair ☐	Poor ☐
Relevance to Educational Outcomes?	Excellent ☐	Good ☐	Fair ☐	Poor ☐
Technical/Visual Quality?	Excellent ☐	Good ☐	Fair ☐	Poor ☐
Free from bias, propaganda?	Excellent ☐	Good ☐	Fair ☐	Poor ☐
Free from stereotyping?	Excellent ☐	Good ☐	Fair ☐	Poor ☐

Recommended Grade Level

Nursery 1	Nursery 2	Kindergarten	Grade 1	Grade 2
Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Teacher Resource		Adult		

Cost Implications: (Include pricing for all components recommended) $ _____

Recommendation for distribution: (Circle)

school resource 1 per teacher 1 per student 1/2 class set centralized resource at LRC

Learning Resources Selection Evaluation Form (Page 2)

The following definitions are provided to assist in the evaluation and selection of appropriate learning resources.

Clarity of Message. The package should contain age appropriate language. The use of specialized language should be suited to both the content and the maturity and intellectual level of the audience. Things should be clearly defined, examples provided in real-world settings, and concise language utilized wherever possible. Things to avoid may include:

- trendy language
- profanity
- racist or pejorative terms
- slang, jargon, incorrect grammar

Content is Current. The package is not dated in its content, language or visuals in a way that reduces its educational value. Consider:

- hairstyles, pop idols, evident family lifestyles, fads
- information

Content is Accurate. Possible problems in accuracy might include:

- outdated information
- factual errors
- improper use of statistics
- inaccurate graphs/tables/displays
- errors in spelling/grammar
- invalid or oversimplified models, examples, simulations

Relevance to Educational Learning Outcomes. The topics and approaches to teaching of content fit the program and curriculum needs.

Technical/Visual Quality. The package should demonstrate positively the following attributes:

- materials should be well organized and structured
  - visual design should be interesting/ effective
- illustrations should focus attention on important content areas
- materials should use a variety of typographic formats: captions, indices, diagrams, illustrations, cueing devices
- layout is logical and consistent
- effective use of media format. Each medium used in the package should take full advantage of the unique aspects of that technology. Things to avoid:
  - a slide show on video
  - transparencies with lots of text
  - audio cassette when audio CD-ROM is available

Bias/Propaganda. Be aware of biases/ values and perspectives regarding:

- socioeconomic status
- political bias; includes one or more points of view at the expense of others
- bigotry and discrimination of people
- gender equity; both sexes fairly represented in a diversity of roles and relationships
- age bias; a variety of ages represented

C2 DISTRICT NOVEL EVALUATION FORM (Page 1)

from School District #37 (Delta)

Criteria:
- sensitive treatment of social issues
- high quality of writing
- age appropriateness
- interest appropriateness
- support of teaching units and themes
- support of the BC curriculum

Title: _____

Author: _____

Publisher: _____

ISBN: _____ Number of pages: _____

Reading Level:
- ❒ Upper Primary (Grades 2, 3)
- ❒ Lower Intermediate (Grades 4, 5)
- ❒ Upper Intermediate (Grades 6, 7)
- ❒ Junior Secondary (Grades 8, 9, 10)
- ❒ Senior Secondary (Grades 11, 12)

Interest Level:
- ❒ Upper Primary (Grades 2, 3)
- ❒ Lower Intermediate (Grades 4, 5)
- ❒ Upper Intermediate (Grades 6, 7)
- ❒ Junior Secondary (Grades 8, 9, 10)
- ❒ Senior Secondary (Grades 11, 12)

Genre and/or Themes:

- ❒ Historical Fiction
- ❒ Science Fiction
- ❒ Humour
- ❒ Adventure
- ❒ Contemporary Realism
- ❒ Animal Stories
- ❒ Other
- ❒ Fantasy
- ❒ Time-Slip
- ❒ Survival
- ❒ Mystery
- ❒ Romance
- ❒ Environment
- ❒ Death
- ❒ Family Life
- ❒ War
- ❒ Biography
- ❒ Sports
- ❒ Folklore

Cross-curricular links (grades and topics) and teaching suggestions:

_____

_____

_____

_____

District Novel Evaluation Form (Page 2)

Recommendation:
Highly Recommended ☐ Recommended ☐ Unsuitable ☐

Positive Reasons: _____

_____

_____

Negatives: _____

_____

_____

Annotation of Recommended title:
(Please include comments on any social issues.)

_____

_____

_____

_____

_____

_____

Reviewer Name: _____

School: _____

Role/Grade level (if applicable): _____

Date: _____

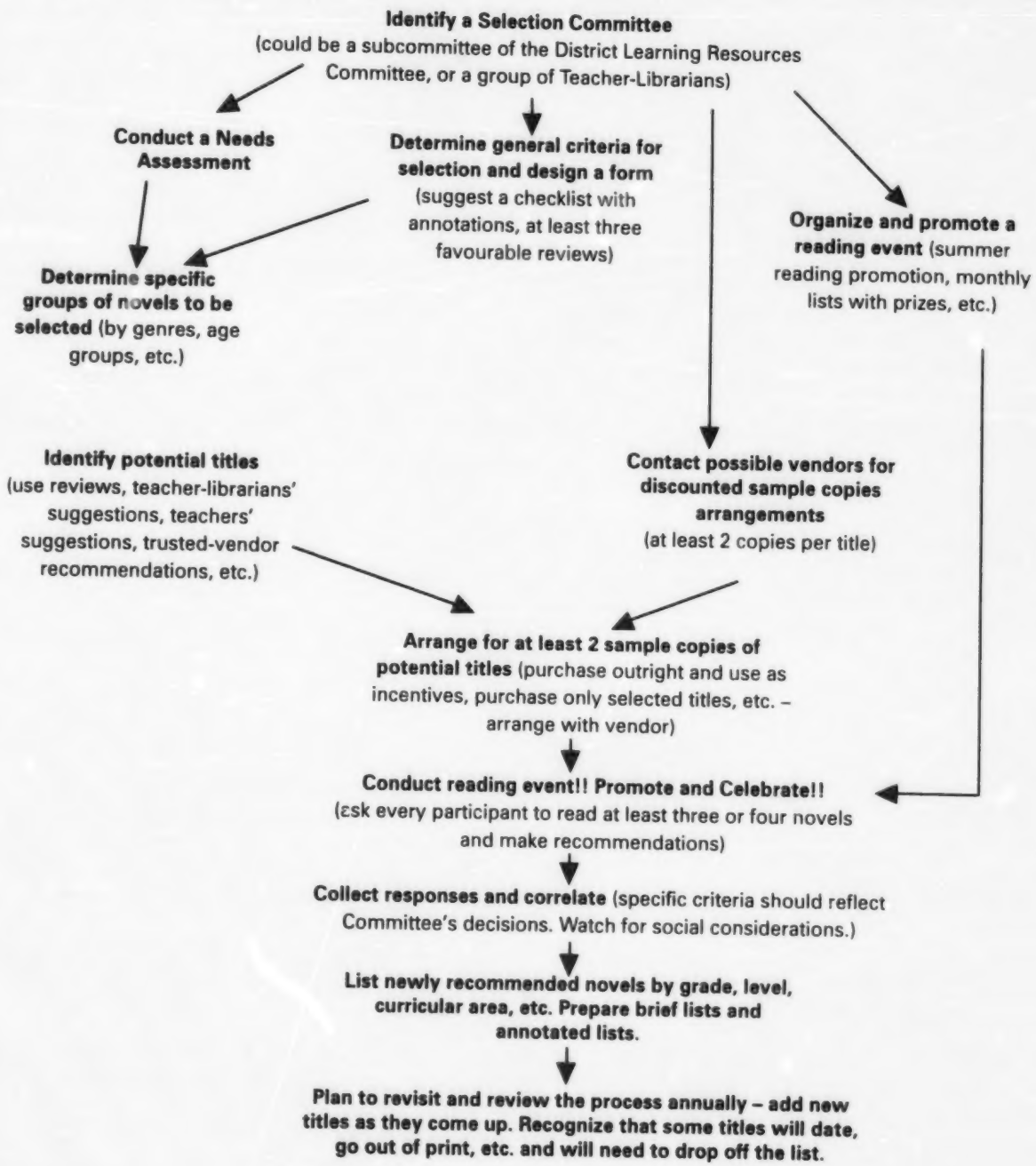
Thank you for your participation!

APPENDIX

D Sample District Selection Process

NOVEL SELECTION

from School District #37 (Delta)


Identify a Selection Committee (could be a subcommittee of the District Learning Resources Committee, or a group of Teacher-Librarians)
Conduct a Needs Assessment
Determine general criteria for selection and design a form (suggest a checklist with annotations, at least three favourable reviews)
Organize and promote a reading event (summer reading promotion, monthly lists with prizes, etc.)
Determine specific groups of novels to be selected (by genres, age groups, etc.)
Identify potential titles (use reviews, teacher-librarians' suggestions, teachers' suggestions, trusted-vendor recommendations, etc.)
Contact possible vendors for discounted sample copies arrangements (at least 2 copies per title)
Arrange for at least 2 sample copies of potential titles (purchase outright and use as incentives, purchase only selected titles, etc. – arrange with vendor)
Conduct reading event!! Promote and Celebrate!! (ask every participant to read at least three or four novels and make recommendations)
Collect responses and correlate (specific criteria should reflect Committee's decisions. Watch for social considerations.)
List newly recommended novels by grade, level, curricular area, etc. Prepare brief lists and annotated lists.
Plan to revisit and review the process annually – add new titles as they come up. Recognize that some titles will date, go out of print, etc. and will need to drop off the list.

APPENDIX

E Sample Rubrics

E1 PERFORMANCE SCALE: Resource-Based Teaching and Learning

from School District #71 (Comox Valley)

Library: _____

Date: _____

	1	2	3	4
1. The School Library Resource Centre is the educational hub of the school.	Limited focus	Emerging focus	A focus	The focus
2. Resource based teaching and learning is the focus of the school library program.	Limited focus	Emerging focus	A focus	The focus
3. The school library operates with a full flexible schedule.	50% flexible	65% flexible	80% flexible	100% flexible
4. The school library and computer lab are located adjacent to each other with easy access.	No	Plan submitted to district		Yes
5. The computer lab operates with a fully flexible schedule to support resource based teaching and learning.	0% flexible	Periodic blocks negotiated	50% flexible	100% flexible
6. Ninety per cent of divisions complete a minimum of one fully integrated resource based unit during the year, where scheduling permits.	20%+ div.	40%+ div.	65%+ div.	90%+ div.
7. Eighty per cent of divisions integrate appropriate information technology learning outcomes with subject-specific IRPs.	20%+ div.	40%+ div.	65%+ div.	90%+ div.
8. Book exchange is done on an individual needs basis, utilizing the pass system.	25% of time	50% of time	75% of time	95% of time
9. Teacher-Librarians support the planning process collaboratively.	25% of time	50% of time	75% of time	85% of time
10. Teachers are independently utilizing the library and lab facilities.	Teachers are dependent	Some teachers are independent	Majority of teachers are independent	85%+ teachers are independent

Total: _____

Average: _____

E2 PERFORMANCE SCALE: Collection Management

from School District #71 (Comox Valley)

Library: _____

Date: _____

The School Library Resource Centre's collection:	1	2	3	4
1. has high fidelity to the ministry's learning outcomes.	49% or less	50%++	75%++	90%++
2. has in-depth and diverse selections on a given learning outcome to meet the range in students' ability levels and learning styles.	Notable gaps	Limited range	Good range	Superior range
3. is a well balanced focused collection based on student/teacher needs.	Little or no input	Somewhat responsive to needs	Quite responsive to needs	Very responsive to needs
4. has a fully integrated media collection containing print and non-print resources.	Majority segregated by format for teacher use	Majority segregated for student/teacher use	Some integration for student/teacher use	Full integration for student/ teacher use
5. has a substantial reference section not older than five years, including resources.	Limited; majority 15 yrs. or older	Majority 10 yrs. or older	Majority 5 yrs. or older	Majority under 5 yrs.
6. utilizes ongoing weeding strategies to maintain current collection.	Not current; no evidence of weeding in past 5 years	Somewhat current; some weeding in past 3 yrs.	Current entire collection weeded in past 3 yrs.	Very current; ongoing weeding as part of plan
7. identifies appropriate websites to support IRPs: maintains a file.	Not at all	Some but random requests	Beginning to build a repository	Well organized updated; regularly
8. is fully automated.	Less than 50% circulating by cards	50%-80% circulating 2 ways	80% automated circulation	100% automated circulation
9. has a formal School Library Selection Team, meeting regularly which collaborates with Teacher-Librarian on evaluation and selection.	Library clerk primary evaluator	Informal team mainly library clerk and teacher-librarian	Informal team; irregular meetings with teacher-librarian and clerk	Formal team; regular meetings
10. has an effective long-term plan for effective collection management.	No: selection random through catalogues, preview boxes	Partial; some random, some planned	Developing one-year plan in place	Healthy 2-3 yr. development plan in place

Total: _____

Average: _____

APPENDIX F

Learning Resources Implementation Plan Checklists

F1 LEARNING RESOURCES IMPLEMENTATION PLAN CHECKLIST

The following indicators can be used to determine the effectiveness of a district's procedures for learning resource evaluation, selection, and management:

- ❒ The district has in place a philosophy and vision of the importance of resource-based learning, and supports this vision at all levels and all sites through policies, practice, and programs.
- ❒ A Learning Resources Implementation Plan, which addresses the evaluation, selection, and management of learning resources, has been constructed and is in effect at the district and the school level.
- ❒ The district has chosen key personnel for evaluation, selection, and management of learning resources.
- ❒ Decisions about learning resources (including evaluation, selection, and management) are made in a collaborative manner through the interaction of district and school committees.
- ❒ The district has conducted a needs assessment to assess what resources are currently available in the district and what is required.
- ❒ The district has established criteria for local evaluation.
- ❒ The district has determined a process for local approval.
- ❒ The district has determined a selection process.
- ❒ Trustees, administrators, teachers, and parents are aware of ministry, district, and school policies on the provision of funds for the purchase of learning resources.
- ❒ District and school technology plans provide for the purchase of learning resource equipment including computers, library automation software, video players, projectors, digital programs, etc.
- ❒ The district has determined a challenge or reconsideration procedure for locally selected resources.
- ❒ The district has policies in place that support the efficient management of learning resources including staffing, acquisition, access, circulation, storage, sharing, etc.
- ❒ Adequate qualified professional and support staff are available to support the management of learning resources.
- ❒ Centralized facilities exist where resources intended to be shared by all sites are housed and managed.
- ❒ Facilities within the district and school are organized to maximize access to learning resources by students and teachers during, before, and after school hours.

F2 RESOURCES for NEW SCHOOLS CHECKLIST

Planning for the acquisition of learning resources for new schools is a systematic process that begins with the general identification and documentation of curricular needs. This overview should be followed by the development of a detailed proposal that addresses all of the areas that will affect the provision of learning resources in the new school. Many of these decisions must be made during the initial design stage of the school and prior to its construction.

- ❒ Develop a school Learning Resources Implementation Plan consistent with the district's philosophy and vision.
- ❒ Identify key personnel (teacher librarian, learning resources coordinator) as early as possible and actively involve them in the process along with district staff.
- ❒ Train key personnel in design skills (e.g., reading blueprints, budgets, technical specifications).
- ❒ Determine ministry formulas for space (square footage, etc.).
- ❒ Consider facilities for all learning resources in the school (library, classrooms, bookrooms, etc.).
- ❒ Locate school library as centrally as possible in the facility.
- ❒ Design library facility with as much flexibility as possible in shelf arrangement and placement, storage areas etc. in order to allow for future change.
- ❒ Consider placement of all learning resources including hardware and equipment.

Plan to have learning resources available when the school opens – this will require a consideration of all the following points:

- ❒ Budget for temporary or casual staff who may be needed in order to have resources available.
- ❒ Follow selection procedures outlined in this document to create a start-up collection list.
- ❒ Consider purchasing much of the start-up collection from a distributor.
- ❒ Negotiate to purchase as much of the collection "shelf-ready" as possible.

APPENDIX G

Curriculum Correlation Form Sample Page

Curriculum correlation forms are based on the learning outcomes from each IRP. They are used by suppliers and teacher-evaluators to indicate the extent of curriculum fit for the learning resource. The blank forms for each IRP are posted on the ministry website. (See page 127.)

Social Studies Grade 6

Economy and Technology	none	slight	moderate	extensive	
• describe and compare different economic systems	☐	☐	☑	☐	Chapter 2 demonstrates examples of China's economic system - rural and urban
• describe Canada's changing economic relationship with Pacific Rim countries	☐	☑	☐	☐	Chapter 3 supports discussions of this topic
• assess effects of urbanization and technology on lifestyles and environments	☐	☐	☐	☑	Chapter 4 demonstrates effects of urbanization/ technology, urban/rural
• evaluate mass media stereotypes of cultural groups or geographic regions	☑	☐	☐	☐	

Environment	none	slight	moderate	extensive	
• interpret and use graphs, tables, aerial photos, scales, legends, and various types of maps	☐	☐	☑	☐	Some maps and aerial photographs are included
• identify the relationship between time zones and lines of longitude	☐	☐	☑	☐	Students are required to look at images to see evidence of tropics and temperate zones
• locate and describe major geographic features and selected nation states of the world	☐	☐	☐	☑	Images illustrate the geographical features - rural/urban
• assess settlement patterns and population distribution in selected countries	☐	☐	☐	☑	Images illustrate population distribution
• relate population growth and settlement patterns to resource consumption and depletion in selected countries	☐	☐	☐	☑	Images of depleted resources are provided to illustrate this objective
• compare use of resources and conservation practices in Canada and other countries	☐	☐	☐	☑	Images illustrate resource usage in China

APPENDIX H

Useful Ministry Website Addresses

Curriculum Branch Home Page
www.bced.gov.bc.ca/curriculum

English-language	French-language
	Programmes d'études www.bced.gov.bc.ca/irp/fchpage.htm
Integrated Resource Packages (IRPs) www.bced.gov.bc.ca/irp/irp.htm	**Ensembles de ressources intégrées (ERI)** www.bced.gov.bc.ca/irp/firp.htm
Learning Resources www.bced.gov.bc.ca/irp_resources/lr/lrhpage.htm	**Ressources d'apprentissage** www.bced.gov.bc.ca/irp_resources/lr/flrhpage.htm
Evaluations and Submissions www.bced.gov.bc.ca/irp_resources/lr/evals/eval1.htm	**Évaluations et soumissions** www.bced.gov.bc.ca/irp_resources/lr/evals/feval1.htm
Continuous Submissions - English www.bced.gov.bc.ca/irp_resources/lr/evals/consub.htm	**Processus de soumission continue** www.bced.gov.bc.ca/irp_resources/lr/evals/fconsub.htm
Curriculum Correlation Forms www.bced.gov.bc.ca/irp_resources/lr/evals/cclist.htm	**Formulaires de corrélation avec les programmes d'études** www.bced.gov.bc.ca/irp_resources/lr/evals/frcc.htm
Recommended Learning Resources (Appendix B) www.bced.gov.bc.ca/irp_resources/lr/resource/rlr.htm	**Ressources d'apprentissage recommandées** (Annexe B) - Voir **Ensembles de ressources intégrées** www.bced.gov.bc.ca/irp/firp.htm
Grade Collections www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm	
Learning Resources Loans and Previewing www.bced.gov.bc.ca/irp_resources/lr/resource/loans.htm	**Emprunt et examen de ressources d'apprentissage** www.bced.gov.bc.ca/irp_resources/lr/resource/floans.htm
Newly Recommended Resources www.bced.gov.bc.ca/irp_resources/lr/resource/consub.htm	**Ressources nouvellement recommandées** www.bced.gov.bc.ca/irp_resources/lr/resource/fconsub.htm
Ordering Information - General www.bced.gov.bc.ca/irp_resources/lr/order/oi.htm	**Renseignements sur les commandes** www.bced.gov.bc.ca/irp_resources/lr/order/foi.htm
Ordering - New Additions & Resource Availability www.bced.gov.bc.ca/irp_resources/lr/resource/gcchange.htm	
Withdrawn Titles www.bced.gov.bc.ca/irp_resources/lr/resource/withdraw.htm	**Retrait de ressources recommandées** www.bced.gov.bc.ca/irp_resources/lr/resource/fwithdraw.htm
Western Canadian Protocol www.wcp.ca	**Protocole de l'Ouest Canadien** http://ednet.edc.gov.ab.ca/french/poc

APPENDIX I

Useful Contacts

Copyright Collectives

CANCOPY
(Canadian Copyright Licensing Agency)
One Yonge Street - Suite 1900
Toronto ON M5E 1E5
Phone (416) 868-1620
1-800-893-5777
Fax (416) 868-1621
www.cancopy.com

SOCAN
(Society of Composers, Authors, and Music Publishers of Canada)
Ste. 400 - 1201 West Pender Street
Vancouver BC V6E 2V2
Phone 1-800-SOCAN (76226)
www.socan.ca

ERCC
(Educational Rights Collective of Canada)
20 Toronto Street, Suite 830
Toronto ON M5C 2B8

Public Performance Rights

Visual Education Centre (VEC)
41 Horner - Unit 3
Etiboke ON M8Z 4X4
Phone (416) 252-5907
Toll Free 1-800-668-0749
Fax (416) 251-3720

Audio Ciné Films
8462 Rue Sherbrooke Est
Montréal QC H1L 1B2
Phone (514) 493-8887
Fax (514) 493-9058

Publishing Information

Books in Print
www.bowker.com/bip

Canadian Books in Print
R.R. Bowker
75 Clegg Road
Markham ON L6G 1A1
Phone 888-926-9537
www.bowker.com/bip

Canadian Publishers' Directory
Published as a quarterly supplement to *Quill & Quire*
70 The Esplanade - Suite 210
Toronto ON M5E 1R2
Phone (416) 360-0044

BCALMER
(BC Association of Learning Materials and Educational Representatives)
Bulletin Directory Editor and Membership Coordinator
Phone (604) 945-5457
Fax (604) 945-5441

Canadian Library Association
200 Elgin Street - Suite 602
Ottawa ON K2P 1L5
Phone (613) 232-9625
Fax (613) 563-9895
www.cla.ca/

Prebinders and Rebinders

Academic Bookbinding Co. Ltd.
11 - 135550 77th Avenue
Surrey BC V3W 6Y3
Phone (604) 591-8288
Fax (604) 591-6773

North-West Book Company
Unit 11 - 13055 80th Avenue
Surrey BC V3W 3B1
Phone (604) 591-8608
Fax (604) 591-8405

Victoria Bindery
Unit 2 - 460 Tennyson Place
Victoria BC V8Z 6S8
Phone (250) 383-6353
Fax (250) 383-2247

BC Bindery
5 - 1698 Carey Road
Kelowna BC V1X 2B9
Phone 1-800-661-7301
Fax 1-800-661-7302